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ABSTRACT

The document presents partial recommendations of a Pennsylvania State University Study Group on the Status of Women at the University. Recommendations concern: special populations, sexual harassment in the workplace, sexual violence against women, women's athletics, and health services for women students. Among specific recommendations are the following: (1) create a university-wide Strategic Study Group on the Status of People of Color, with a charge to look closely at the special concerns of women of color; (2) institute a university-wide policy of nondiscrimination based on sexual orientation; (3) develop new services and expand existing ones to better meet the needs of returning adult female students; (4) revitalize the university's commitment to eradicating sexual harassment of employees; and (5) improve personal safety for women at all campus locations by such actions as improving lighting and escort services; (6) implement strategies to ensure an equitable women's sports program; and (7) increase awareness and quality of health services for women. For each recommendation there is usually a discussion of the problem, the rationale for the recommendation, and references, with a total of 59 references. Appended are a summary of related studies at other universities and a listing of women's varsity sports records. (DB)

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ED319302

# The Strategic Study Group on the Status of Women

# REPORT TO THE PRESIDENT AND THE COMMISSION FOR WOMEN

## Recommendation Package #4

December 1987

HE023490

THE PENNSYLVANIA STATE UNIVERSITY
University Park, Pennsylvania 16802

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## Summary of Recommendations

Recommendation Package #4 contains recommendations in five areas: (1) special populations, (2) sexual harassment in the workplace, (3) sexual violence against women, (4) women's athletics, and (5) health services for women students.

I. Special Populations
A. Women of Color
(General Recommendation L)

**Create a University-wide Strategic Study Group on the Status of People of Color, with a charge to look closely at the special concerns of women of color within that larger context.**

**Interim Recommendations: Strengthen the existing Affirmative Action Office by providing additional budget and staff, target all categories of women of color in efforts to recruit and retain women employees in all employment classifications, and extend existing recruitment and retention measures for Black students to other categories of people of color.**

L.1: Create a University-wide Strategic Study Group on the Status of People of Color, with a charge to look closely at the concerns of women of color within that larger context. Membership on the committee should include influential whites and a two-thirds majority of people of color. There should be strong representation of Black, Hispanic, Native American, and Asian-American women and men leaders at the University. The Study Group should review programs in place that are aimed at recruiting and retaining people of color as employees and students to determine why these programs are not working adequately and what additional changes and initiatives need to be made.

L.2: Strengthen the existing Affirmative Action Office by providing the staff and budget necessary to allow it to fulfill its mandate to assure affirmative action searches and to provide recourse for employees who experience discriminatory employment practices. Change the title of the head of the Affirmative Action Office from Affirmative Action Officer to Director of Affirmative Action.

L.3: Make special efforts to apply Study Group recommendations concerning the recruitment and retention of women faculty, administrators, and dual career couples to women of color. Extend the principles set forth in these recommendations to all employee categories.

L.4: Extend existing recruitment and retention measures for Black students to other categories of people of color.

I. Special Populations
B. Sexual Minorities
(General Recommendation M)

**Institute a University-wide policy of nondiscrimination based on sexual orientation. Assure enforcement of this policy and combat prejudice against lesbians, bisexuals, and gays through a University-wide program of education. Work to provide more supportive living environments and more sensitive counseling for sexual minorities. Integrate lesbian, gay, and bisexual matters into the academic curriculum and guarantee that faculty and students will be able to pursue related research interests without jeopardizing their academic or professional well-being.**

M.1: Include sexual orientation in the University's policy statement on nondiscrimination. Assign responsibility for enforcement of this policy to the Affirmative Action Office. Disseminate the new policy widely through presidential statements, open letters to the University community in the Daily Collegian, the Intercom and other employee-directed publications, freshmen orientation, residence hall meetings, and policy handbooks.

M.2: Assign responsibility to the Affirmative Action Office, or another appropriately designated office, for developing programming to educate the University population about sexual minorities and the need to respect their basic rights as individuals.

M.3: Support and expand the educational programming currently conducted by Student Services units, such as Residence Hall Programs and the Center for Women Students.

M.4: Work to provide a supportive living environment for sexual minorities in a variety of settings. For example, train Resident Assistants to be sensitive to the needs of lesbian, gay, and bisexual students, and increase educational programming on gay and lesbian issues in the dormitories.

M.5: Ensure that Counseling and Psychological Services has on staff a counselor with professional training in dealing with the special problems of lesbians, gays, and bisexuals.

M.6: Offer curriculum integration workshops on gay and lesbian scholarship for teachers of introductory courses in appropriate disciplines. Encourage the development of proposals for courses focused specifically on gay and lesbian scholarship.

M.7: Guarantee that faculty and students be able to pursue research interests on lesbian and gay topics without jeopardizing their academic or professional well-being.

I. Special Populations
C. Returning Adult Students
(General Recommendation N)

**Develop new services and expand existing ones to better meet the needs of returning adult female students at Penn State. Establish linkages between the Returning Adult Student Center at University Park and adult students at each campus location. Establish a pool of funds focused on the development of programs for returning adults at all locations.**

N.1: Establish child care referral services immediately at all Penn State locations, offering information to students regarding the child care options that are available to them in the communities surrounding their Penn State location. Begin immediate planning for the construction of child care facilities at the University Park campus and develop plans for the administration of the facility. Conduct needs assessments at all other Penn State locations and make decisions regarding the building of facilities and/or the identification of contractors to offer services designed to meet the needs of Penn State students. Create a special "Parent Scholarship Fund" to offer child care subsidies to full-time and part-time Penn State students at all locations. (Package #5, Recommendation S, will include further details on family care services.)

N.2: Restructure the criteria for awarding financial aid so that adult students are not economically penalized by past income. Establish a special scholarship fund to provide short-term financial aid to those students whose initial award was based on income that will no longer be available to them while they are in school. Make special efforts to notify all returning adult applicants of the availability of this money, and of the review procedures that may be implemented to revise their award once they leave their job to attend school. Reserve a percentage of Pell grant funds for part-time students. Establish scholarships for returning adult students and establish a returning adult student loan fund. Support legislation for aid to part-time students. Allow the use of credit cards for the payment of resident tuition.

N.3: Institute more flexible scheduling of registration, counseling, library hours, and other services at locations where there is a significant returning adult population. Give serious consideration to the expansion of evening offerings of upper division courses as well as extended degree programs.

N.4: Provide subsidized housing for returning adults with families similar to housing available to graduate students at University Park. Allow undergraduates who meet the other criteria for eligibility to apply for Graduate Circle housing. For returning adults without families establish "returning adult" areas in the dormitories.

N.5: Establish committees (such as the Commonwealth Educational System committee on admissions) to review and revise policies in units such as career planning and financial aid to make them more responsive to the needs of returning adult students.

N.6: Create a full-time Commonwealth Educational System liaison position in the Returning Adult Student Center, charged to work closely with CES in the development of programs and policies focused on returning adult students, including orientation programs and the newly developed Adult Education 198 (Returning Adult Learners in the University), at all locations with sufficient returning adult student populations.

N.7: Establish a pool of funds to be made available for returning adult programs at all locations. Such funds would be awarded to fund proposals for start-up costs for programs or services that would eventually become self-supporting, and for "experimental" programs to provide demonstrations of effectiveness prior to permanent funding.

## II. Sexual Harassment in the Workplace
(General Recommendation O)

**Revitalize Penn State's commitment to eradicating sexual harassment of employees by (1) publicizing sexual harassment policies and their enforcement, (2) revising sexual harassment guidelines, (3) creating a new position responsible for the education of employees and supervisors, and for the training of sexual harassment contact persons, and (4) committing additional resources to support ongoing sexual harassment educational programs.**

O.1: A high level of University commitment to eliminating sexual harassment should continue to be expressed by President Jordan in the form of a letter to the University community every semester. This letter should make it clear that such behavior is unacceptable, illegal, and will not be tolerated at this university. This executive letter should appear as a full-page announcement in the Daily Collegian and the Intercom, and should also be sent to all University executive officers, accompanied by a presidential directive to disseminate information to all personnel.

O.2: Revise the definition of sexual harassment in Personnel Guideline #16 and all other statements that pertain to the workplace to match the Equal Employment Opportunity Commission definition. Specifically, remove the second sentence, which states that: "Sexual harassment has occurred when an individual submits to such conduct as an implicit or explicit term or condition of his or her employment or education, or when submission to or rejection of such conduct is used as a basis for employment or educational decisions affecting such individuals."

O.3: Create a new position to provide orientation to campus executive officers, academic deans, heads of administrative units, personnel representatives (or human resource officers) regarding sexual harassment, and to provide training for sexual harassment contact persons. This individual would work with the Office of Human Resources and the Affirmative Action Office to develop an educational program for employees at all locations and undertake periodic assessments of the nature and frequency of sexual harassment incidents in the workplace. Commit institutional resources to support this position and provide additional staff as needed.

O.4: Modify the procedure for selecting sexual harassment contact persons to include input from unit employees. Appoint contact persons for a fixed period of time and implement a training program for them. Publish a list of all contact persons that would accompany the President's executive letter about sexual harassment (see Recommendation O.1).

O.5: Develop additional employee orientation materials, programs, and workshops that include specific coverage of discriminatory activities, including sexual harassment. Emphasize that the breadth of responsibility to report sexual harassment extends to all employees who are aware of it. Emphasize the confidentiality for both complainants and offenders, and state clearly that complainants have the right to pursue their allegations without fear of retribution.

## III. Sexual Violence Against Women
(General Recommendation P)

**Improve personal safety for women at all Penn State locations by (1) educating the University community about rape and sexual assault, (2) improving lighting and escort services, and (3) improving procedures for responding to reported incidents of sexual assault.**

P.1: Release a statement from the President regarding the seriousness of the problem of rape and sexual assault and its basis in a set of attitudes toward women that are unacceptable in the University environment.

P.2: The University administration should implement a policy that would eliminate institutional support for the use of pornography for profit or entertainment. The policy should be carefully designed, in consultation with governance bodies such as the Faculty Senate and the student governments, to avoid infringement of individual rights or interference with the scholarly analysis of erotica and pornography. Work on the development of the policy should proceed concomitantly with increased educational efforts designed to inform the University community regarding the effects of pornography on images of women and attitudes toward sexual violence.

P.3: Support a coordinated rape education program through the Center for Women Students, beginning with the establishment of a rape awareness/prevention specialist position to develop and coordinate a broad range of programs on stranger rape, date rape, gang rape, sexism, pornography, and other topics related to the increased understanding of the seriousness of our sexual assault problem. This support should also include the development and purchase of materials for general distribution to students, faculty, and staff.

P.4: Develop educational programs that focus particularly on the all-male settings and organizations that often perpetuate the sort of predatory attitude toward women that contributes to date rape and to incidents such as the alleged fraternity gang rape of 1983. The Interfraternity Council should be asked to cooperate in the development and presentation of a regular program of rape education for fraternity and sorority members who participate in the "Little Sister" programs. Resident Assistants in male dormitory settings should be required to schedule rape awareness programs and rape awareness education should be a feature in the required health and sexuality curriculum developed for the Assistance Center for Student Athletes.

P.5: Conduct a high quality victimization survey designed to provide reliable information on the extent and nature of the sexual assault problem at Penn State. The research should be designed by an experienced survey researcher to ensure a random sample, a very high response rate, and question formats that will provide a complete picture of the nature of the problem. The results should be well publicized and linked to a reaffirmation of University concern regarding the development of a Penn State environment that does not, however inadvertently, support sexual assault.

P.6: Distribute the University Park Night Map to all University personnel and all new and transfer students, and develop similar maps for non-University Park locations.

P.7: Improve lighting in those areas identified as "sparsely lit" on the University Park map, and investigate the lighting situation at non-University Park locations.

P.8: Develop a reasonable number of scheduled runs for the Campus Loop after dark. Scheduled night stops would contribute to safety by reducing the amount of time spent waiting at a bus stop and by increasing the likelihood that there would be other women waiting for the same bus.

P.9: Implement a University Park driven escort service that would provide transportation to on- and off-campus destinations, from dusk to dawn, year-round. Consider increased funding for the Capital College service and the possibility of establishing escort services at other locations.

P.10: Increase the use of foot patrols on campus at night and cadets for night foot patrol. Implement a crimewatch program involving the University's night shift employees.

P.11: Charge appropriate offices at all locations with developing procedures for responding adequately to the medical and psychological needs of victims of assault, and with developing materials designed to insure that all students, faculty, and staff are fully aware of those procedures. Develop (in coordination with the Rape Awareness/Prevention Specialist, see Recommendation P.3) a continuing program of education for those University personnel most likely to be in contact with victims of sexual violence.

P.12: Implement direct University support of Centre County Women's Resource Center (CCWRC) programs that are related to violence against women and that serve a University constituency. The CCWRC provides essential services to the University community, including a 24-hour rape/abuse hotline. Direct support from the University should be combined with a revision of University materials and programs to increase the number of references to the services available at the CCWRC.

P.13: Revise Office of Conduct Standards policies to allow victims of sexual assault to be accompanied by support persons in hearings related to their complaint. Establish a victim advocate position in the Department of University Safety. The job description should include a major component of expertise in dealing with victims of sexual violence.

## IV. Women's Athletics
(General Recommendation Q)

**Implement strategies that will ensure a women's sports program equitable to the men's sports program and move Penn State's women's sports into national prominence.**

Q.1: Charge the Director of Intercollegiate Athletics to achieve equity between women's sports and men's sports and to be accountable for this equity under a University monitoring system. Movement toward equity should include implementing Recommendations Q.2 through Q.11.

Q.2: Appoint a Women's Sports Council, with representatives from Intercollegiate Athletics administrators, coaches, and students, and from the University in general, to monitor and promote women's sports. The charge to the Women's Sports Council would include (1) gathering information regarding gender equity in such matters as budget, salaries, facilities, space, and support services; and (2) advising regarding strategies for effective enhancement and marketing of women's sports.

Q.3: Establish a philosophy of equity for women's sports by creating an administrative structure that guarantees a strong advocacy for women's sports within Intercollegiate Athletics. Create a new position of associate athletic director for women's sports to serve as a vigorous advocate, monitor, and leader for women's sports. If such an approach is adopted, a national search should be undertaken to fill the position.

Q.4: Design and implement a major marketing program for women's athletics with women's basketball as the potential revenue-sport centerpiece, including the investment of resources commensurate with a quest for a national title.

Q.5: Encourage all search committees to be vigorous in their efforts to recruit minority coaches, administrators, and staff as well as athletes. In the projected reorganization of Intercollegiate Athletics, take affirmative action to ensure equal opportunity for women and minorities to be appointed to leadership roles.

Q.6: Review differences in support, facilities, and space for comparable men's and women's sports and make adjustments where appropriate. In cases in which comparable men's and women's sports are assigned clearly different priorities, provide the Women's Sports Council with explicit and detailed information regarding the basis for each sport's priority status.

Q.7: Conduct annual salary reviews for coaches, administrators, and staff. Provide coaches of the same or comparable sports with equitable salaries and provide for continual monitoring of salaries by the Affirmative Action Office and the Office of Human Resources.

Q.8: Revise the current designation of sports as revenue (football and men's basketball) and nonrevenue (all other sports) in acknowledgement of the fact that only one sport actually supports itself. Switch to the following three category system: (1) revenue sports (football), (2) special priority sports (men's and women's basketball), and (3) other sports. Develop a plan to achieve equity in fiscal support for men's and women's basketball or any other sports that might be designated as "special priority sports."

Q.9: Issue a strong statement from the Director of Intercollegiate Athletics regarding gender equity throughout the program, the inappropriateness of sexist behavior or harassment of women coaches and athletics, and the unacceptability of inquiries into the private lives of staff, coaches, and athletes.

Q.10: Develop and schedule workshops on gender issues, including sexual harassment and sexual orientation, for all members of Intercollegiate Athletics. Make such workshops a required component of the programming in the Academic Assistance Center for Student Athletes. Staffing and programming in the Center should be gender balanced.

Q.11: Review the Athletic Medicine Program (see also Recommendation R.5). The membership of the review team should include physicians and other health care providers from outside the program as well as coaches, administrators, and students. It should report to the senior vice-president for finance and operations and the medical director of the University Health Center. This review team should be charged with gathering information regarding the following issues and making recommendations as appropriate:

a. Determine whether the quality of health services provided by the Athletic Medicine Department meets the needs of student athletes, Intercollegiate Athletics, and the University. Determine whether women athletes are encouraged to use the health services of the University Health Service (e.g., Women's Health).

b. Determine whether services are being provided in a way that treats women fairly, equitably, and sensitively, and insures the privacy and dignity of the patient.

c. Determine whether the Athletic Medicine Program should continue to report to Intercollegiate Athletics. Consider including athletic team physicians in the medical peer review procedure of the University Health Service.

d. Determine whether women have the same opportunity for athletic medicine support positions (e.g., trainer) as men.

Q.12: Issue a strong statement of administrative support for complete gender equity in the campus sports programs, including Behrend College and Capital College.

Q.13: Carefully monitor the appointment of athletic directors to ensure equal opportunity for women and minorities. Increase the number of female and minority athletic directors through active recruitment and by requiring that at least one woman and one minority candidate be included in the short list for each available position.

Q.14: Review sports offerings at all locations and eliminate inappropriate gender restrictions (e.g., allow cheerleading to be offered only as a coed sport).

## V. Health Services for Women Students

(General Recommendation R)

**Increase awareness of the health services for women students available at University Park and other locations and continue to improve the quality of these services. Strengthen the Women's Health Department and broaden its mission to include nongynecological health problems such as anorexia. Appoint a Women's Health Advisory Committee to monitor women's health issues at all Penn State locations.**

R.1: Strengthen the Women's Health Department and broaden its mission to include nongynecological health problems of women.

a. Add at least one clinician to the Women's Health Department staff immediately. Current problems with waiting periods for appointments and with the quality of patient-clinician interaction may be mitigated to some extent by such an increase. Increased staffing would also offer the possibility of increased direct involvement of clinical staff in educational efforts in coordination with Office of Health Promotion and Education. Of course, if the educational efforts suggested in Recommendation R.3 increase utilization, further increases in staffing would be necessary.

b. Include a major focus on clinician manner in the interview process involved in refilling positions following turnover and in the hiring of staff for new clinical positions. In the area of Women's Health it is particularly important that clinicians exhibit outstanding interpersonal as well as medical competence.

c. Review the fee structure for gynecological examinations. There are a number of possible approaches to the economics of this problem. The preferred solution is the institution of a health service fee for all students and the elimination of all fees for services considered to be an essential part of routine health maintenance behavior. An alternative that is focused more specifically on the Women's Health Department would be a decrease in the fee for all gynecological examinations combined with an increase in the fee for a "no show."

d. Include a major increase in space for Women's Health in the development of plans for the remodeling of Ritenour. The increased space should provide a private waiting area and office and examination rooms for the increased clinical staff suggested above.

R.2: Appoint a Women's Health Advisory Committee charged to take as one of its first tasks the assessment of women's health services at non-University Park locations. The committee charge should also include assessing services for all University women, developing a plan for routine collection of evaluative data on consumer satisfaction the care received at all locations, improving sexual assault/rape services, and ascertaining if the health needs of minority women and returning adult women are being met.

R.3: Charge the Office of Health Promotion and Education to develop a coordinated media effort aimed at increasing the number of students who are familiar with the services available at the University Health Services Women's Health Department. Increase the staffing of that office as necessary. We strongly recommend additional clinical staffing for the Women's Health Department to allow increased involvement of the clinicians in educational programming developed in coordination with Office of Health Promotion and Education (see Recommendation R.1a).

R.4: Establish a patient advocate position, perhaps as a health educator/patient advocate in the Office of Health Promotion and Education. Revise all materials and programs describing University Health Services to emphasize the importance of student feedback to the advocate regarding the quality of services received throughout University Health Services.

R.5: Review the Athletic Medicine Program (see also Recommendation Q.11). The membership of the review team should include physicians and other health care providers from outside the program as well as coaches, administrators, and athletes. It should report to the senior vice-president for finance and operations and the medical director of the University Health Center. This review team should be charged with gathering information regarding the following issues and making recommendations as appropriate:

a. Determine whether the quality of health services provided by the Athletic Medicine Department meets the needs of student athletes, Intercollegiate Athletics, and the University. Determine if women athletes are encouraged to use the health services of the University Health Service (e.g., Women's Health).

b. Determine whether services are being provided in a way that treats women fairly, equitably, and sensitively and insures the privacy and dignity of patients.

c. Determine whether the Athletic Medicine Program should continue to report to Intercollegiate Athletics. Consider including athletic team physicians in the medical peer review procedure of the University Health Service.

# I. SPECIAL POPULATIONS, PART A

## WOMEN OF COLOR

### General Recommendation L

**Create a University-wide Strategic Study Group on the Status of People of Color, with a charge to look closely at the special concerns of women of color within that larger context.**

### Interim Recommendations L

**Strengthen the existing Affirmative Action Office by providing additional budget and staff, target all categories of women of color in efforts to recruit and retain women employees in all employment classifications, and extend existing recruitment and retention measures for Black students to other categories of people of color.**

### Overview: The National Situation

The nation is approaching a crisis point with regard to the involvement of people of color (specifically, Blacks, Hispanics, Asian-Americans, and Native Americans) in higher education. The promise of the 1960s and the real if gradual gains of the 1970s are quickly giving way to the losses and desperation of the 1980s. With the exception of Asian-Americans, the participation of people of color in American higher education is actually declining. Between 1976 and 1980 total minority undergraduate enrollments increased 14.5 percent; between 1980 and 1984 there was an overall decline of 1.7 percent. For a variety of reasons, not all of them well understood, Black, Native American, and Hispanic high school graduates are not heading for college. Between 1980 and 1984, Black undergraduate enrollment dropped from 932,055 to 830,986, a drop of 10.8 percent, even though there was an increase in the number of Black high school graduates. Native American enrollments, which had increased 12.1 percent between 1976 and 1980, dropped a sharp 6.8 percent between 1980 and 1984. Hispanic participation increased only 2.3 percent between 1980 and 1984, after a dramatic increase of 20.7

percent between 1976 and 1980 (Carnegie Foundation 1987). Cuts in federal grant programs, limits on loans, poor performance on standardized tests, poor high school preparation, and lack of cultural support for educational persistence and achievement are among the reasons often cited for low rates of college attendance on the part of these students.

Even when people of color do matriculate, their chances of emerging four or five years later with a bachelor's degree are little more than half that of whites. Once enrolled, young people of color frequently encounter a new set of disadvantages likely to cheat them of a degree: a lack of role models among faculty, administrators, and staff; racist attitudes among professors and peers; mounting loan debts in the face of uncertain employment opportunities even with degree in hand; and, for women students, the interactive effects of sexism and racism.

While failure to involve people of color as students is especially obvious, there is also a critical lack of people of color among college and university employees, especially faculty, staff, and administrators. Concern about the absence of people of color in these employee categories has often focused on the resulting lack of role models for students of color. The scarcity of people of color in these categories also indicates a lack of opportunity for them to pursue rewarding careers in higher education, not to mention the loss of the unique contributions they can make to intellectual life. Thus, increasing their participation in higher education is doubly critical--for their own career choices and for their incalculable value as role models.

As the seriousness of the situation has become apparent in the last year or two, some of our more thoughtful national leaders have begun to warn that we are facing the development of a permanent underclass, identifiable by color. The American Council on Education, the American Association for Higher Education, the State Higher Education Officers, and countless smaller consortia and ad hoc committees are issuing calls for drastic action to counter the trends of the eighties. How, they ask, do we attract and keep these students? How do we prime the academic pump with young men and women of color who can become the scholars, teachers, and leaders of the future? How do we avoid simply competing for the very best students of color and widen our attention to include the average students? How do we change inhospitable environments at a time when racial incidents are once again becoming flagrant?

For the Study Group, approaching the problem of women of color has posed particular difficulties. Most of the material currently being produced in national higher education forums does not differentiate between the problems of men of color and those of women of color. Indeed, there is such a lack of both sexes as students, professors, administrators, or other employees in higher education that it is often difficult to identify the problems specific to women of color other than to point to the double vulnerability of also being female. Thus, women of color are not always perceived as individuals with special concerns, individuals who must cope with varying combinations of racist and sexist behavior. What should be noted are the special conflicts faced by women of color: do they identify with men of color or with white women? Politically, intellectually, psychologically--can they do both?

## The Situation at Penn State

In recent years Penn State has developed a number of programs designed to aid in the recruitment and retention of Black students. These programs have included the establishment of the President's Council on Undergraduate Retention; the appointment of a retention resource team to provide advice and assistance for retention planning at all campuses and colleges within the University; the adjustment of staff in the Academic Assistance Center to provide early and frequent counseling and advising contacts with minority freshmen; the promotion of minority student organizations, student activities, and multicultural programs; and an extensive tutorial program with innovations in the areas of Black Studies, basic skills, and developmental courses. Further, through affirmative action searches and the President's Opportunity Fund, the University has stepped up its efforts to recruit minority faculty and administrators. Despite these diverse efforts, however, the University has not succeeded in making the percentage gains in minority employees and students that it would like. As a result, a lack of sufficient numbers of minority students and employees, female and male, remains a crucial problem at the University.

Our discussion of women of color at Penn State will be limited to what we perceive to be the single most crucial problem, that of critical mass, and initiatives to increase the numbers of women of color among students, faculty, staff, administration, and all other categories of employees. The Study Group is reluctant to attempt a discussion beyond this for several reasons. Because of the sheer range and depth of the problems of Black, Hispanic, Asian-American, and Native American women and the extremely broad responsibilities of the Study Group to look into the status of all women at the University, it was not possible to perform the kind of comprehensive investigation that we would have liked. Although there was strong representation of people of color on the Study Group, it is also true that there were no Native Americans or Asian-Americans on the group, and a Black woman faculty member was the only representative of women of color at non-University Park locations. The investigations of the Study Group, which relied heavily on hearings held at all University locations, also suffered from relatively low attendance by men or women of color. At a number of locations no women of color attended the hearings. All of these factors were taken into consideration in deciding upon appropriate recommendations to make in the area of women of color.

## The Issue of Critical Mass

The Study Group has purposely chosen to focus on the issue of critical mass rather than representativeness. It would be possible to meet the technical requirements for representativeness for a category of women of color without in fact reaching sufficient numbers to ensure that individuals are indeed comfortable in this setting. The size of a minority group[1] within a community or organization has important implications both for relations with the majority group and for relationships among the members of the minority itself. Kanter's (1977) work in large organizations has demonstrated that members of what she calls "skewed groups," i.e., those that comprise less than 20 percent of the total organization or unit within it, find themselves living the lives of tokens. They are reacted to by others largely in terms of their minority group status rather than in terms of other aspects of themselves that may be more appropriate and more relevant to their role in the organization. They find themselves in the limelight, they find their differences from the majority exaggerated, and they find themselves faced with the interpersonal consequences of stereotypes. These problems of intergroup relations are exacerbated when the lack of critical mass extends to the community, in which minority group members' lives are permeated by the fact of "difference," and their small numbers create difficulty in constructing a comfortable social life. Critical mass will have been achieved when individuals can truly say that they are comfortable in this environment, that they do not feel that they are tokens, that there are enough members of their ethnic or racial group here to give them a feeling of being "at home."

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[1] We use the term "minority group" here in its literal sense of numerical minority.

Penn State currently lacks a critical mass of people of color, and more acutely, women of color in every area (see Table 1). In fall 1987, 3.9 percent of all executives/administrators/managers at Penn State were people of color, with just 1.7 percent being women of color. Although 8.8 percent of the faculty were people of color, only 1.4 percent were women of color. (The larger number of minority faculty owes much to the large numbers of Asian males, who constitute 61.6 percent of the faculty of color.) The figures are just as problematic for other employee categories. For the professional staff, 5.0 percent are people of color, and 2.8 percent are women of color. For secretarial/clerical employees, 2.7 percent are people of color, 2.6 percent are women of color. Among technical/paraprofessional employees, 6.7 percent are people of color, 5.4 percent are women of color. In the skilled crafts, 1.1 percent are people of color and there are NO women of color at all. In the service and maintenance categories, 4.4 percent are people of color, with just 1.4 percent women of color (Budget and Resource Analysis 1987).

These figures indicate just how critical the shortage of women of color is. Still, it must be remembered that these are summary figures. In actuality, the opportunity for an Hispanic student, for example, to

### Table 1: Work Force Breakdown, Full-time Employees*
### Penn State (University-wide)
### Fall 1987

| Job Category | Total Employees | -----WHITE---- | | --------MINORITY MALES------- | | | | ------MINORITY FEMALES------- | | | | Total Minorities |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Males | Females | Black | Asian | AmInd | Hisp | Black | Asian | AmInd | Hisp | |
| Exec/Admin/ Managerial | 772 | 613<br>79.4% | 129<br>16.7% | 11<br>1.4% | 4<br>0.5% | 1<br>0.1% | 1<br>0.1% | 13<br>1.7% | 0<br>0.0% | 0<br>0.0% | 0<br>0.0% | 30<br>3.9% |
| Faculty | 3536 | 2545<br>72.0% | 681<br>19.3% | 43<br>1.2% | 191<br>5.4% | 9<br>0.3% | 17<br>0.5% | 14<br>0.4% | 26<br>0.7% | 3<br>0.1% | 7<br>0.2% | 310<br>8.8% |
| Professional Non-Faculty | 2349 | 945<br>40.2% | 1287<br>54.8% | 36<br>1.5% | 7<br>0.3% | 2<br>0.1% | 6<br>0.3% | 42<br>1.8% | 15<br>0.6% | 2<br>0.1% | 7<br>0.3% | 117<br>5.0% |
| Secretarial/ Clerical | 2590 | 62<br>2.4% | 2457<br>94.9% | 6<br>0.2% | 0<br>0.0% | 0<br>0.0% | 1<br>0.0% | 30<br>1.2% | 12<br>0.5% | 15<br>0.6% | 7<br>0.3% | 71<br>2.7% |
| Technical/ Paraprof | 1002 | 356<br>35.5% | 579<br>57.8% | 9<br>0.9% | 4<br>0.4% | 0<br>0.0% | 0<br>0.0% | 35<br>3.5% | 11<br>1.1% | 2<br>0.2% | 6<br>0.6% | 67<br>6.7% |
| Skilled Crafts | 638 | 620<br>97.2% | 11<br>1.7% | 2<br>0.3% | 0<br>0.0% | 4<br>0.6% | 1<br>0.2% | 0<br>0.0% | 0<br>0.0% | 0<br>0.0% | 0<br>0.0% | 7<br>1.1% |
| Service/ Maintenance | 1920 | 1020<br>53.1% | 815<br>42.4% | 44<br>2.3% | 4<br>0.2% | 5<br>0.3% | 7<br>0.4% | 19<br>1.0% | 3<br>0.2% | 2<br>0.1% | 1<br>0.1% | 85<br>4.4% |
| Total<br>% of Total Workforce | 12807 | 6161<br>48.1% | 5959<br>46.5% | 151<br>1.2% | 210<br>1.6% | 21<br>0.2% | 33<br>0.3% | 153<br>1.2% | 67<br>0.5% | 24<br>0.2% | 28<br>0.2% | 687<br>5.4% |
| # of Foreign Natl's included in totals | 64 | 26 | 4 | 0 | 28 | 1 | 0 | 0 | 1 | 4 | 0 | 34 |

*Statistics do not include persons on leave of absence without pay.
Source: Fall 1987 EEO-6 Report Summary

encounter an Hispanic counterpart among the administrators, faculty, or staff of the University is negligible. Again, as of fall 1987, there were just 14 Hispanic women in the administrator/manager/executive, faculty, and staff categories--less than one per University location.

If it were a case of gradually building a presence of women of color at the University, the low numbers might be more tolerable. The truth is, however, that we are barely holding our own. Even when recruitment efforts are successful at bringing people of color to the University, particularly University Park, retention is a problem. Between fall 1986 and fall 1987 across all employment categories there was an increase of nine Black and six Hispanic employees, with no increases at all in skilled crafts and service/maintenance. A variety of reasons are often cited, including the difficulty of being a single person of color in central Pennsylvania or some of the other more remote Penn State locations; the concentration in dead-end "minority" jobs as administrators, faculty, or staff; a sometimes overt but more often covert racism that permeates the culture of the University and its surrounding communities; and the University's decision not to divest its holdings in American companies that operate in South Africa until recently. In fact, at this point we do not know the relative importance of the various factors that are causing us to lose the battle to reach a critical mass of people of color, particularly in the most visible, influential, and well-paying employee categories.

The situation is only somewhat more encouraging when it comes to students. Strenuous efforts have been made over the past few years to recruit and retain Black students and to increase diversity at Penn State. A review of the annual Equal Opportunity Report submitted by the University reveals an impressive array of initiatives to attract Black students and to help them succeed. These initiatives include special relationships with other Pennsylvania colleges and universities, Ebony and Ivory Weekend, special minority recruiters (including no people of color other than Blacks), Learning Assistance Centers, and faculty development plans. In other words, an elaborate effort has been undertaken to personalize the search for Black students and to provide academic and cultural support systems for them after they arrive on campus. Nevertheless, the relatively modest results of this impressive level of effort are striking. In the fall of 1987, Black undergraduate enrollment was still just 3.7 percent of total undergraduate enrollment, up from 2.6 percent in 1982. Of the 2,185 Black undergraduates in the fall of 1987, 1264 were female (Budget & Resource Analysis 1987). These figures are not impressive in themselves, and they fall significantly short of the goals that were set by the University.

Blacks nevertheless constitute by far the largest group of students of color at Penn State (See Table 2). The problem of critical mass is even more significant for Hispanics, Native Americans, and Asian-Americans. In 1987, there was a total Hispanic undergraduate enrollment of 559, of whom 234 were female; a total of 58 Native Americans, of whom 30 were female; and a total of 1,006 Asian-Americans, of whom 388 were female. Figures for post-baccalaureate enrollments, including both graduate and first-professional (medical) students are also disheartening. In the fall of 1987 there were 239 Blacks (135 female), 38 Native Americans (24 female), 179 Asian-Americans (57 female), and 114 Hispanics (68 female) out of a total post-baccalaureate enrollment of 8,942 (3,745 female). Women of color were 7.6 percent of female post-baccalaureate enrollment, and 3.2 percent of total post-baccalaureate enrollment (Budget & Resource Analysis 1987).

## Possible Approaches to the Problem of Critical Mass

The Study Group is confident that the state of affairs outlined above indicates the need for a holistic approach to understanding the problems of people of color, and especially women of color, at this University. To put it plainly, we must improve further the considerable efforts the University has made to recruit and retain people of color. We do feel, however, that only more extensive understanding of the problems of the very different groups who define themselves as people of color can lead to the breakthrough that is so clearly needed if we are to move rapidly toward the goal of a critical mass of people of color at Penn State. The Study Group recognizes that the University has recently accomplished a major restructuring of the Equal Opportunity Planning Committee (EOPC). While this restructuring should greatly improve coordination and oversight of existing programs, the Committee is not an

## Table 2: Fall Enrollment 1987*
## All University, by Racial/Ethnic Status

| Racial/ Ethnic Status | F-T UG | P-T UG | Total Undgrad | F-T GR | P-T GR | Total Grad | Grand Total |
|---|---|---|---|---|---|---|---|
| Black Non-Hispanic | | | | | | | |
| Male | 810 | 111 | 921 | 65 | 39 | 104 | 1,025 |
| Female | 1,073 | 191 | 1,264 | 82 | 53 | 135 | 1,399 |
| Total | 1,883 | 302 | 2,185 | 147 | 92 | 239 | 2,424 |
| Amer Indian/ Alaskan Nat. | | | | | | | |
| Male | 23 | 5 | 28 | 10 | 4 | 14 | 42 |
| Female | 24 | 6 | 30 | 16 | 8 | 24 | 54 |
| Total | 47 | 11 | 58 | 26 | 12 | 38 | 96 |
| Asian or Pac. Islander | | | | | | | |
| Male | 553 | 65 | 618 | 54 | 68 | 122 | 740 |
| Female | 351 | 37 | 388 | 35 | 22 | 57 | 445 |
| Total | 904 | 102 | 1,006 | 89 | 90 | 179 | 1,185 |
| Hispanic | | | | | | | |
| Male | 278 | 47 | 325 | 33 | 13 | 46 | 371 |
| Female | 194 | 40 | 234 | 54 | 14 | 68 | 302 |
| Total | 472 | 87 | 559 | 87 | 27 | 114 | 673 |
| Total Non-white | | | | | | | |
| Male | 1,664 | 228 | 1,892 | 162 | 124 | 286 | 2,178 |
| Female | 1,642 | 274 | 1,916 | 187 | 97 | 284 | 2,200 |
| Total | 3,306 | 502 | 3,808 | 349 | 221 | 570 | 4,378 |
| Total Univ | | | | | | | |
| Male | 27,774 | 5,031 | 32,805 | 2,892 | 2,305 | 5,197 | 38,002 |
| Female | 19,712 | 5,915 | 25,627 | 1,655 | 2,090 | 3,745 | 29,372 |
| Total | 47,486 | 10,946 | 58,432 | 4,547 | 4,395 | 8,942 | 67,374 |
| % of Total Enrollment | 7.0% | 4.6% | 6.5% | 7.7% | 5.0% | 6.4% | 6.5% |

*Graduate figures include professional (medical) students.
Source: Budget and Resource Analysis

investigative body. Therefore, the Study Group strongly recommends the creation of a Strategic Study Group on the Status of People of Color, with a specific charge that it give special attention to women of color.

This is an auspicious time to undertake such a study. The University itself is a leader in the newly formed Alliance for Undergraduate Education, which has chosen the issue of minority access and retention as one of its highest priority projects. The American Council on Education has launched a major effort to isolate the factors that distinguish those universities that are especially successful in attracting and retaining students of color. These efforts, and other similar ones, can provide valuable background for an intense examination of our own University.

Until such a study group can be formed and conduct its investigations, however, we would strongly urge that three interim measures be taken. First, the effort to recruit and retain employees of color should receive stronger support through an adequately funded and staffed Affirmative Action Office. The resources presently available to the Affirmative Action Office are inadequate to the task of monitoring faculty, staff, and administrative searches even at University Park, much less at the University's 21 other locations. Under present staffing and budget arrangements, there is little hope that the Affirmative Action Office can move into other important areas, including programming and recognition for people of color, informal troubleshooting, participation in national studies and surveys, and so on. In fact, a recent limited survey conducted by the Affirmative Action Office of the staffing patterns of similar offices at other major universities indicated that staffing levels comparable to those at Penn State were considered inadequate at universities with one campus and less than half the student enrollment of Penn State. The Affirmative Action Office is aware of many of the problems that pose barriers to recruiting and retaining employees of color, and it has the commitment and expertise to deal with these problems. Therefore, we strongly urge the University to increase substantially the professional and support staff and the budget of this critical office.

In addition, the Study Group believes that the Affirmative Action Office should be informed of all administrative, faculty, and staff searches being conducted in the various units of the University. The Affirmative Action Office would be in a much better position to assist with these searches if it is informed of them before hiring decisions are made. Finally, the Study Group suggests that the title of the head of the Affirmative Action Office be changed from Affirmative Action Officer to Director of Affirmative Action. The current title suggests that the primary function of that official is to police the University, rather than to assist it in realizing its affirmative action goals.

Second, the Study Group has already made a number of recommendations for recruiting and retaining women faculty and administrators and assisting dual career couples that should be particularly helpful in efforts to recruit and retain women of color. In fact, the principles suggested in these recommendations should be extended to every employee category.

Third, the Study Group is impressed with the variety of initiatives currently being utilized to attract and retain Black students. Although the return is far from what we would like it to be, it has begun to make a difference. We would strongly recommend, however, that these initiatives be extended to include outreach to people of color. Such an effort is, of course, quite compatible with the mandate of the reorganized Equal Opportunity Planning Committee.

## Primary Recommendation

Recommendation L.1: Create a University-wide Strategic Study Group on the Status of People of Color, with a charge to look closely at the concerns of women of color within that larger context. Membership on the committee should include influential whites and a two-thirds majority of people of color. There should be strong representation of Black, Hispanic, Native American, and Asian-American women and men leaders at the University. The Study Group should review programs in place that are aimed at recruiting and retaining people of color as employees and students to determine why these programs are not having a greater impact and what additional changes and initiatives need to be made.

## Interim Recommendations

Recommendation L.2: Strengthen the existing Affirmative Action Office by providing the staff and budget necessary to allow it to fulfill its mandate to assure affirmative action searches and to provide recourse for employees who experience discriminatory employment practices. Change the title of the head of the Affirmative Action Office from Affirmative Action Officer to Director of Affirmative Action.

Recommendation L.3: Make special efforts to apply Study Group recommendations concerning the recruitment and retention of women faculty, administrators, and dual career couples to women of color. Extend the principles set forth in these recommendations to all employee categories.

Recommendation L.4: Extend existing recruitment and retention measures for Black students to other categories of people of color.

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# I. SPECIAL POPULATIONS, PART B

## SEXUAL MINORITIES

### General Recommendation M

**Institute a University-wide policy of nondiscrimination based on sexual orientation. Assure enforcement of this policy and combat prejudice against lesbians, bisexuals, and gays through a University-wide program of education. Work to provide more supportive living environments and more sensitive counseling for sexual minorities. Integrate lesbian, gay, and bisexual matters into the academic curriculum and guarantee that faculty and students will be able to pursue related research interests without jeopardizing their academic or professional well-being.**

### Overview of the Problem

The 1980s have brought overt reprisals against homosexual students, staff, and faculty at the nation's universities. Surveys conducted at Yale University, the University of Massachusetts at Amherst, Rutgers University, and Penn State (among others) have indicated the remarkable degree to which both lesbians and gay men live in constant fear of verbal harassment in their housing, learning, and working environments, destruction of personal property, and outright physical violence. The results of surveys at these universities and personal testimony collected by the Study Group and other sources indicate that the environment for lesbian women and gay men is not one that is conducive to satisfying intellectual growth.

Frequently called the invisible minority, homosexuals are estimated to constitute at least 10 percent of any university community (Bendet 1986; Yeskell 1985). This suggests a substantial number of individuals who may be vulnerable at one time or another to persecution on the basis of sexual orientation. Young men in their late teens who are still trying to define their own identities, sexual and otherwise, are thought to be especially likely to bait homosexual individuals, suggesting why the issue of homosexual rights is particularly salient on our nation's campuses (National Gay and Lesbian Task Force 1986, 17).

What kinds of risks does a university run when it has no fixed policy that protects the rights of homosexual members of the university community, no apparatus in place to enforce that protection, or no programs aimed at improving understanding of the nature and needs of homosexuals on the part of the general university community? A case in point is the University of Massachusetts at Amherst (UMass). In 1984 UMass already had in place a statement of nondiscrimination on the basis of sexual orientation. It is important to note, however, that no individual employee or University department or unit had any mandated responsibility to protect and promote the welfare of gay, lesbian, and bisexual members of the University community. UMass relied on the volunteer efforts of an all-University committee on Sexual Orientation Services to alert it to emerging needs relevant to these individuals. Homophobic events began to multiply following the Student Government Association's refusal of funding for gay/lesbian programming. As involvement of the University community escalated, the administration was forced to move quickly to defuse the situation (Yeskell 1985). Ultimately, the University of Massachusetts faced the necessity of implementing broad-based measures, including the creation of an Office of Lesbian, Gay, and Bisexual Concerns.

It is the Study Group's belief that the experiences of sexual minorities at UMass are not unusual. Fortunately, the potential for violence has not yet reached the same levels at Penn State as it did at the Amherst Campus, which means simply that this university may be able to avoid a major confrontation and the heroic measures that are often required to restore peace to a deeply troubled campus. It is highly instructive to compare some of the survey responses collected at UMass in the aftermath of the homophobic incidents of the winter of 1984, at Yale the year the University finally adopted a policy of nondiscrimination on the basis of sexual orientation, and at Rutgers University in the spring of 1987 with those collected here at Penn State during the past year in a study directed by Professor Anthony R. D'Augelli of the Department of Individual and Family Studies (Yeskell 1985; D'Augelli

1987). (Please see Appendix A for a brief description of the studies at these four institutions.)

According to the survey data, verbal harassment of sexual minorities is a common occurrence at all four universities. At UMass, 44.6 percent report being the target of verbal threats or harassment on campus; at Yale, 65 percent reported receiving verbal insults at least once, compared to 55 percent at Rutgers and 72 percent at Penn State. At UMass, 21 percent reported being sexually harassed, compared to 9 percent at Yale and 15 percent at Penn State. Threats of physical violence were reported by 21 percent of the respondents at UMass, 25 percent at Yale, and 25 percent at Penn State. Personal property was damaged or destroyed for 31 percent of those reporting at UMass, compared with 10 percent at Yale, and 16 percent at Penn State.

Fear of unfair treatment or harassment has led many at these campuses to hide their sexual orientation. At UMass, 59 percent fear harassment by faculty, compared to 64 percent at Yale, and 63 percent at Penn State. At Yale, 69 percent fear such treatment from undergraduate students, compared with 82 percent at Penn State. At UMass, 52 percent indicated that they had been harassed in some way by their roommates. At Yale 53 percent indicated that they hide their sexual orientation from their roommates for fear of harassment; at Penn State 73 percent do.[2]

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[2] Most of the data comparisons available for UMass, Yale, and Penn State show the combined experiences of males and females. Where gender differences are reported, however, the data appear to be inconclusive. The Penn State study, for example, indicates that gay men are at much greater risk of overt harm than are lesbians. Gay men at Penn State reported significantly higher incidents of verbal insults, threatened physical violence, destruction of property, and harassment by undergraduates than did lesbians. Furthermore, their expectations of harassment in the future were also higher. The different rates of victimization for males and females at Penn State are more or less consistent with those produced in national studies such as that conducted by the National Gay and Lesbian Task Force.

However, the recent study conducted by Rutgers found more lesbians than gay males were treated unfairly at Rutgers, but that there was a higher number of incidents per male victim than female victim. The report on the Rutgers research suggested that the differential results

(Footnote Continued)

These figures suggest an atmosphere that is far from conducive to learning or generally enjoying the university experience. Further, the figures indicate that conditions are at least as trying for sexual minorities at Penn State as they are at other universities. In a number of instances, conditions seem even more unpleasant and threatening at Penn State than they do elsewhere. Although these figures do not specifically indicate the experiences of lesbian or bisexual women, testimony presented to the Study Group at hearings and via the hotline appears to confirm the seriousness of the problems. It should be remembered that these women face many of the same problems that other women do, at the same time that they are trying to cope with the special problems caused for them in this setting by their sexual orientation. Faculty women expressed fears of loss of respect from colleagues and of effectiveness as teachers if their sexual preferences were discovered.

Graduate students indicated the same fears of the impact on their roles as teaching assistants, as well as on their chances of success in completing their degrees and finding desirable employment thereafter. Many indicated that they go to considerable lengths to protect the privacy of their personal lives and the identity of lovers. A number spoke bitterly of being unable to be themselves in public, of never being able to show the kind of public affection that is so generally taken for granted when it is being expressed by heterosexual couples. Even those who were relatively open about their lesbianism often indicated that they had not been able to choose the time or place for "coming out," that various kinds of pressures had forced them to make those choices. Many also noted the need for support groups and the general lack of support gay or lesbian associations have received on campus. For example, these groups often have difficulty obtaining office space or places to meet and are frustrated when meeting announcements are pulled down as fast as they are posted. And always there is

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(Footnote Continued)
may have been related to the relatively high levels of female participation in the study, the inclusion of an all-women's college in the study, and the gender of the chief researcher (and her ability to tap female networks for respondents).

the fear that the taunts may at any time escalate into physical violence.

## Potential Solutions

Despite the strong evidence of a lack of tolerance of sexual minorities at Penn State and the deep feelings of unease experienced by many gays, lesbians, and bisexuals, there are several steps than can be taken to ensure that all members of the University can participate fully in the intellectual and social life of the University community. First, the University must make it clear that it will not tolerate the abridgment of the civil rights of homosexual and bisexual students. As of fall 1986, there were 46 universities with policies of nondiscrimination based on sexual orientation: approximately one quarter of those universities were in the Commonwealth of Pennsylvania. The Pennsylvania State System of Higher Education and the University of Pennsylvania have such policies.

Second, the University must assign the responsibility for enforcement of this policy to appropriate departments. For example, campus safety units are frequently viewed with considerable fear and hopelessness by gays and lesbians. In the UMass survey, for example, the campus police were mentioned as being among the least helpful of University agencies. Full cooperation in the protection of sexual minorities at the University must be forthcoming from such agencies as the Department of University Safety.

Third, the entire University must be educated about homosexuality and sensitized to the special concerns of this segment of the University population. At a time when AIDS is of growing concern on university campuses everywhere, the University must do what it can to prevent the homosexual population in general from becoming scapegoats. In particular, the University community should be informed that lesbians are a low-risk group for this disease. When the Penn State survey was first publicized in the Daily Collegian earlier this spring, a number of homophobic responses appeared in subsequent Opinion columns. For example, James W. Pillsbury, in a letter published in the Daily Collegian on March 23, 1987, opposed nondiscrimination against homosexuals because they "carry and transmit dozens of sexual and other diseases," and because of their "violent, inhumane, and horribly perverse actions." The ignorance revealed in many of these letters suggests the need for a serious program of education aimed at the entire University community.

There are a variety of ways both to educate the entire University community and make the campus environment more supportive for lesbians and gay men. First, all-University educational programming could be done frequently, and in connection with national events, such as the National March for Gay and Lesbian Lives in Washington, D.C., on October 11, 1987. Second, programming currently conducted by Student Services units, such as Residence Hall Programs and the Center for Women Students, could be institutionally supported and expanded. Third, gay and lesbian issues should be integrated into the basic curriculum. At other universities and colleges special workshops have been developed to help the faculty to integrate new scholarship into their basic courses. Although most of these curriculum integration projects have focused on the general women's studies scholarship, there is no reason why such workshops should not include attempts to remedy racial and heterosexual bias as well. Fourth, the scholarly literature on gay and lesbian issues that would provide the foundation for such curriculum integration should also be available in courses dealing specifically and exclusively with that literature. Although special topics courses on gay and lesbian issues have occasionally been available, faculty members should be encouraged to submit proposals for the inclusion of their courses in the permanent curriculum. Fifth, greater effort should be made to provide a more supportive living environment in a variety of settings; for example, Resident Assistants should be trained to be more sensitive toward the problems of sexual minorities. Finally, Counseling and Psychological Services (CAPS) should at all times have on staff a counselor with professional expertise in dealing with problems of lesbians and gays, and the availability of that professional should be well publicized. Considerable psychological stress may accompany a decision to "come out" in a relatively hostile environment; in this situation, access to sensitive counseling could greatly promote psychological well-being for these individuals.

## Specific Recommendations

The Study Group recommends that the University meet the needs of its lesbian, gay, and bisexual students and employees for protection from discrimination and harassment, as well as for social and psychological support, through the following initiatives:

### Policy

Recommendation M.1: Include sexual orientation in the University's policy statement on nondiscrimination. Assign responsibility for enforcement of this policy to the Affirmative Action Office. Disseminate the new policy widely through presidential statements, open letters to the University community in the Daily Collegian, the Intercom and other employee-directed publications, freshmen orientation, residence hall meetings, and policy handbooks.

### Education

Recommendation M.2: Assign responsibility to the Affirmative Action Office, or another appropriately designated office, for developing programming to educate the University population about sexual minorities and the need to respect their basic rights as individuals.

Recommendation M.3: Support and expand the educational programming currently conducted by Student Services units, such as Residence Hall Programs and the Center for Women Students.

### Provision of Services

Recommendation M.4: Work to provide a supportive living environment for sexual minorities in a variety of settings. For example, train Resident Assistants to be sensitive to the needs of lesbian, gay, and bisexual students, and increase educational programming on gay and lesbian issues in the dormitories.

Recommendation M.5: Ensure that Counseling and Psychological Services has on staff a counselor with professional training in dealing with the special problems of lesbians, gays, and bisexuals.

## Curriculum Issues

Recommendation M.6: Offer curriculum integration workshops on gay and lesbian scholarship for teachers of introductory courses in appropriate disciplines. Encourage the development of proposals for courses focused specifically on gay and lesbian scholarship.

Recommendation M.7: Guarantee that faculty and students be able to pursue research interests on lesbian and gay topics without jeopardizing their academic or professional well-being.

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# I. SPECIAL POPULATIONS, PART C

## RETURNING ADULT STUDENTS

### General Recommendation N

**Develop new services and expand existing ones to better meet the needs of returning adult female students at Penn State. Establish linkages between the Returning Adult Student Center at University Park and adult students at each campus location. Establish a pool of funds focused on the development of programs for returning adults at all locations.**

### Statement of the Problem

As the traditional college-age student population continues to decline during the next decade, returning adult students will enroll in increasing numbers. This growing segment of the student body may outnumber the 18-24 year old group by the end of the 20th century. The Bureau of the Census and the National Center for Educational Statistics project that between 1986 and 1996 the number of 18-24 year olds will decrease by 17 percent, and by 1990 there will be 63 million people in the 25-45 age category. By 1992, the percent of college students 25 and over will increase from 39 to 49 percent. Currently five million adults are enrolled in degree-credit programs.

At Penn State there were more than 7,000 full and part-time undergraduate students over age 25 enrolled at the University in 1986.[3] Of this total, nearly 4,000 (55 percent) were female, and 83 percent of these women were at non-University Park locations. Returning adults have needs that are not always addressed by services designed for traditional students. For example, unlike most students, many adult learners are financially independent, have family responsibilities, work full-time, and take longer to adapt to the academic rigors of college. Female adult students are faced with double discrimination--sexism and ageism, and many of them must handle parental and work roles on top of their responsibilities as students. In a recent survey of Commonwealth Educational System (CES) returning adult students, 34 percent of the women said they were concerned about family responsibilities; 30 percent had concerns about academic demands; 24 percent had financial worries; and 18 percent said there was conflict between their jobs and school (Shuman 1987).

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[3] Although there are returning adult graduate students, this report includes undergraduate returning adult students only.

## Specific Issues at Penn State

Child care is a major concern of adult students who have families. In a recent survey of University Park adult students, 48 percent of those interviewed said they had children, and one-third of these were below school age (Copland 1987). In a separate survey conducted by the CES Division of Planning Studies (Shuman 1987), 38 percent of CES adult students had at least one child, and 18 percent of these children were below school age. Almost 32 percent of CES women adult students said they had delayed college because of family responsibilities and 43 percent were dissatisfied with the availability of child care. Surveys conducted by the Study Group staff at Altoona, Shenango Valley and University Park indicate a compelling need for drop-in child care opportunities to meet the needs of returning adult students (Johnson and Englesson 1987).

Nevertheless, among Penn State's 22 locations, only University Park and New Kensington offer any child care at all, and the University Park facilities do not offer drop-in services. Penn State should begin to address the student child care issue now. First, child care referral services should be established immediately at all Penn State locations, offering information to students regarding the child care options that are available to them in the communities surrounding their Penn State location. Second, planning should begin immediately for the building of child care facilities at the University Park campus and plans should be developed for the administration of the facility. Third, needs assessments should be conducted at all other Penn State locations and decisions made regarding the building of facilities and/or the identification of contractors to offer services designed to meet the needs of Penn State students. The Division of Planning Studies (CES) has already developed materials for such assessments (Shuman 1986). Fourth, a special "Parent Scholarship Fund" should be created to offer child care subsidies to full and part-time Penn State students at all locations. A small-scale program along these lines has already implemented at McKeesport by CES.

Another major concern of adult students is paying for their education at Penn State. Few adults have sufficient savings to afford a college education, and many depend on some form of financial assistance. Two-thirds of CES adult students receive financial aid, but much of this is in the form of employer assistance. Only 21 percent of the women said they received grants and 20 percent loans (Shuman 1987). Many adult students are ineligible to apply for traditional forms of aid because their part-time or nondegree status disqualifies them. Although part-time students are eligible for Pell grants, nearly all of these funds are expended on full-time students. Even those returning adults who are full-time, degree seeking students may still be ineligible for aid because their income the previous year (when they were working) is used to determine need. Recent federal legislation will force even more students to use "base year income" in their applications for financial aid.

The availability of funding for returning adult students could be enhanced in a number of ways. First, wherever possible, restructure the criteria for awarding financial aid so that adult students are not economically penalized by past income that will no longer be available when they are in school. Consider the establishment of a special scholarship fund to provide short term financial aid to these students. Make special efforts to notify all returning adult applicants of the availability of this money, and of the review procedures that may be implemented to revise their award once they leave their job to attend school. Second, reserve a percentage of Pell grant funds for part-time students. Third, establish scholarships for returning adult students and establish a returning adult loan fund available at all locations.[4] Fourth, allow the use of credit cards for the payment of resident tuition. Fifth, support legislation that makes financial aid available to part-time students. For example, University lobbyists should be actively involved with legislation such as House Bill No. 961, which would provide state-funded grants for part-time students.

Many adult students attend school part-time and continue working to support themselves. Sixty percent of CES adult women students work full-time; another 19 percent work part-time (Shuman 1987). This working commitment frequently creates conflicts with registration and course scheduling. Continuing Education does offer flexible scheduling and evening lower division courses, but upper division courses are rarely taught at night. Extended degrees are available for a few select majors and only at specific locations. This situation could be ameliorated through more flexible scheduling of registration, counseling, library hours, and other services at locations where there is a significant returning adult population. Serious consideration should be given to the expansion of evening offerings of upper division courses, and to the expansion of extended degree programs.

Adult students who do not live within commuting distance of a campus must find satisfactory housing nearby and dormitory life is often undesirable for older students because they have different lifestyles and interests than younger residents. University subsidized housing, such as Graduate Circle, is not available to undergraduate adult students, and the recently completed Nittany Apartments at University Park are too expensive for most returning adult students. The housing situation for returning adults with families could be improved through the provision of subsidized housing similar to that available to graduate students at University Park. Penn State needs more housing for students with families. As an interim solution, Graduate Circle housing could be opened to undergraduate students who meet the other criteria for eligibility. The housing situation for single returning adults could be improved through the designation of "returning adult" areas in the dormitories.

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[4] Although there is a Faculty Women's Loan Fund administered only by the Returning Adult Student Center, funds are adequate to meet the short-term small loan needs of a few adult students.

In general, there are many small ways in which student services, such as career planning and admissions, are not designed to accommodate adult students. Considerable progress has already been made by a CES based committee in identifying such problems in admissions procedures. Although their recommendations are still in "draft" form, they offer the possibility of considerable improvement in the admissions process for returning adult students. We recommend the establishment of similar committees to address the adult student issues in other areas, such as financial aid, career counseling, and so on.

The Returning Adult Student Center (RASC), established in 1983, does address some of these problems by providing counseling, information, and advising to all University Park adult students. There are "Adult Centers" at some other locations, and CES is currently involved in a major effort to assess the state of services for returning adults throughout the system. We believe increased coordination of the University Park efforts of the RASC and the campus efforts of CES would be of considerable benefit to returning adult students. Although RASC has been involved in efforts on some of the campuses, and the enhancement of such activities is part of its strategic plan (Copland 1987), the current staffing of the Center precludes the scope of activities that we feel is necessary. The Study Group recommends the establishment of a full-time CES liaison position in the RASC,[5] charged to work closely with CES in the development of programs and policies focused on returning adult students, including orientation programs and the newly developed Adult Education 198 (Returning Adult Learners in the University) at all locations with sufficient returning adult student populations.

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[5] We recognize that the RASC is currently undergoing internal and external review. Our goal here is the combination of the considerable experience of CES with adult populations and the high profile "adult" orientation of RASC to provide some effective system-wide attention to the needs of returning students. Whatever decisions are made regarding the specific structure of RASC, we feel that a "home" of some sort is needed for the implementation of a coordinated program of services for returning adult students. They are a large and growing Penn State constituency at all locations.

Finally, we recommend the establishment of a pool of funds to be made available for returning adult programs at all locations. Such funds could be used to provide start-up costs for programs that expect to become self-supporting, such as free (or very inexpensive) short courses (on the order of six hours) offered to prospective returning adults, with the expectation that increased enrollments would eventually cover the cost of such programs. The pool could also be used to fund experimental programs that would receive permanent funding once they had established their effectiveness.

## Implementation Recommendations

The Study Group recommends that new services be developed and existing ones expanded to better accommodate returning female adult students at all Penn State locations. The following recommendations, if implemented, would go far in meeting the needs of this special population.

Recommendation N.1: Establish child care referral services immediately at all Penn State locations, offering information to students regarding the child care options that are available to them in the communities surrounding their Penn State location. Begin immediate planning for the construction of child care facilities at the University Park campus and develop plans for the administration of the facility. Conduct needs assessments at all other Penn State locations and make decisions regarding the building of facilities and/or the identification of contractors to offer services designed to meet the needs of Penn State students. Create a special "Parent Scholarship Fund" to offer child care subsidies to full and part-time Penn State students at all locations. (Package #5, Recommendation S, will include further details on family care services).

Recommendation N.2: Restructure the criteria for awarding financial aid so that adult students are not economically penalized by past income. Establish a special scholarship fund to provide short-term financial aid to those students whose initial award was based on income that will no longer be available to them while they are in school. Make special efforts to notify all returning adult applicants of the availability of this money, and of the review procedures that may be implemented to revise their award once they leave their job to attend school. Reserve a percentage of Pell grant funds for part-time students. Establish scholarships for returning adult students and establish a returning adult student loan fund. Support legislation for aid to part-time students. Allow the use of credit cards for the payment of resident tuition.

Recommendation N.3: Institute more flexible scheduling of registration, counseling, library hours, and other services at locations where there is a significant returning adult population. Give serious consideration to the expansion of evening offerings of upper division courses as well as extended degree programs.

Recommendation N.4: Provide subsidized housing for returning adults with families, similar to housing available to graduate students at University Park. Allow undergraduates who meet the other criteria for eligibility to apply for Graduate Circle housing. For returning adults without families establish "returning adult" areas in the dormitories.

Recommendation N.5: Establish committees (such as the Commonwealth Educational System committee on admissions) to review and revise policies in units such as career planning and financial aid to make them more responsive to the needs of returning adult students.

Recommendation N.6: Create a full-time Commonwealth Educational System liaison position in the Returning Adult Student Center, charged to work closely with the Commonwealth Educational System in the development of programs and policies focused on returning adult students, including orientation programs and the newly developed Adult Education 198 (Returning Adult Learners in the University), at all locations with sufficient returning adult student populations.

Recommendation N.7: Establish a pool of funds to be made available for returning adult programs at all locations. Such funds would be awarded to fund proposals for start-up costs for programs or services that would eventually become self-supporting, and for "experimental" programs to provide demonstrations of effectiveness prior to permanent funding.

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## II. SEXUAL HARASSMENT IN THE WORKPLACE

### General Recommendation O

**Revitalize Penn State's commitment to eradicating sexual harassment of employees by: (1) publicizing sexual harassment policies and their enforcement; (2) revising sexual harassment guidelines; (3) creating a new position responsible for the education of employees and supervisors and for the training of sexual harassment contact persons; and (4) committing additional resources to support ongoing sexual harassment educational programs.**

### Statement of the Problem

Sexual harassment in the workplace is a longstanding and pervasive problem. It has existed as long as people have been organized into work units (Meyer et al. 1981; see also Genesis 34, 39 and 2 Samuel 11, 13). Only recently, however, has it received serious attention by researchers and policy makers. Although sexual harassment is not an exclusively female issue, documentation suggests that many more working women are victims than men. In a 1981 survey of federal employees by the Merit Systems Protection Board (MSPB), 42 percent of the women and 15 percent of the men said they had experienced some form of sexual harassment during a two year period (Collins and Blodgett 1981).

The negative consequences of sexual harassment are substantial. The MSPB study of 23,000 federal employees estimated a total cost to taxpayers of over $94 million per year due to job turnover, lost productivity, and health care expenses (Horn and Horn 1982).

Each year, millions of employees in the U.S. are victims of sexual harassment. The Center for Women's Policy Studies estimated that 18 million working women were sexually harassed between 1979 and 1980 (Petersen and Massengill 1982). Others have speculated that 70 percent of all working women have been victims of sexual harassment at least once (Backhouse and Cohen 1981). In a 1983 study of clerical employees at University Park, 31 percent of those interviewed said they had been sexually harassed at some time during their employment at Penn State

(Johnson and Shuman 1986). Although this figure is low by national standards, it does suggest that nearly one in three female employees at the University may have been victims of sexual harassment. As an educational institution that fosters an open learning and working environment, Penn State has an obligation to provide an environment free from sexual harassment.

## Description of the Problem

Sexual harassment affects most working women (and some working men) regardless of age, appearance, social status, or job category. It tends to reinforce job inequality and sexual segregation of jobs while discouraging female integration into traditionally male professions (Backhouse and Cohen 1981). The sexual harassment of women in nontraditional careers is a serious threat to affirmative action and the hope of a sexually integrated job market (Farley 1978).

Sexual harassment is prohibited by law. Title VII of the Civil Rights Act of 1964 made it illegal to discriminate in employment on the basis of sex (James 1981). The original definition of sexual harassment as recognized by the courts was restricted to sexual relations as a requirement for getting or keeping a job. In 1980, however, the Equal Employment Opportunity Commission (EEOC) expanded its sexual harassment guidelines to include any unwanted verbal or nonverbal sexual behavior (Gutek and Nakamura 1983). The EEOC now defines harassment on the basis of sex as:

> Unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting the individual; or such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment. (Petersen and Massengill 1982)

Sexual harassment is almost always repetitive, one-sided, nonreciprocal, unwelcome, and involves power (i.e., the harasser usually has more power than the victim). There are many types of behavior that constitute sexual harassment, such as: obscene letters or phone calls; offensive comments and jokes; pressures for sex; touching, leaning, cornering, or pinching (Horn and Horn 1982).

The consequences of sexual harassment for individual employees are nearly always injurious. A victim of harassment has several options: (1) to ignore or acquiesce to the harassment; (2) to attempt to stop it; or (3) to seek employment elsewhere. Subtle forms of harassment (e.g., comments, stares, innuendoes) often give way to more overt sexual advances if the victim ignores them, because silence is frequently perceived as consent. Acquiescence may be rewarded at first, but continued harassment may take a toll on the mental health and well-being of the victim, causing stress, depression, fear, anguish, anxiety, and anger. A victim who feels helpless to stop harassment may miss work, quit, ask for a transfer, or become a less productive worker (Gutek and Nakamura 1983).

On the other hand, a victim who confronts the harasser and asks that such behavior end may also suffer. A victim who refuses sexual advances by a superior may be economically penalized with negative job evaluations, poor personnel recommendations, demotions, transfers, or even dismissal (Farley 1978). In many cases, harassers are relentless repeaters who are unlikely to change their behavior overnight.

One strategy for dealing with harassment is to file a formal grievance. Unfortunately few victims of sexual harassment use the grievance procedure to remedy the situation (Backhouse and Cohen 1981). There is a perception by many harassed women that filing a grievance is ineffective--either nothing will be done or they will not be believed (Farley 1978). Other women are reluctant to file a grievance because they think they will be economically penalized, ostracized by other employees, or accused of inviting sexual advances (Collins and Blodgett 1981). The American Council on Education (1986) suggests that grievance procedures should allow employees to ". . . report harassment free from threats of reprisals and should adequately protect the anonymity of all parties involved."

The bottom line, however, is that the only way formal grievance procedures will help solve the problem of sexual harassment is if offenders are disciplined. Until enforcement of sexual harassment policies becomes more widespread, many harassers will go unpunished while the victim is penalized.

## The Situation at Penn State

Penn State has an affirmative action policy (PS-11) and a personnel guideline explicitly prohibiting sexual harassment in the workplace (PG-16). In addition, sexual harassment contact persons are designated in specific units to provide a means for employees to file a sexual harassment complaint without fear of retribution. Even so, harassment of University employees on the job occurs and is largely unreported. In a 1983 survey of University Park clerical employees (Johnson and Shuman 1986), 31 percent of a random sample of clerical employees said they had been sexually harassed. Types of harassment included requests for dates, requests for sex, suggestive remarks, stares, inappropriate touching, and physically aggressive advances. Only eight percent of the sexual harassment victims said they officially reported the incident; only 23 percent had talked to *anyone* at Penn State about it. The University needs to create an atmosphere and a climate of responsiveness that will encourage women to report incidents of sexual harassment.

These incidents of harassment left many women emotionally scarred. Nearly all of them were disgusted, angry, insulted, embarrassed, surprised, or shocked. About half felt trapped, frightened, or helpless. One out of three victims felt used, ashamed, or guilty. Although few women believed the harassment had adversely affected the quality of their work, many comments suggested subsequent negative effects on the office atmosphere and productivity.

These clerical victims reported that the most frequent harassers were male faculty or administrators. In 42 percent of the incidents, the harasser was a supervisor or someone who could affect their raises, promotions, or workload. In these cases, 23 percent of the victims expected to be punished if they were uncooperative. A majority of victims actively attempted to stop the harassment by asking the harasser to leave, pushing him away, telling him off, and/or threatening to report him. Although the Penn State research dealt only with clerical employees, research at other institutions (e.g., Harvard University and the federal government) indicates that harassment is a problem for all categories of women employees, including those who would be classified as technical service, staff, faculty, or administrators at Penn State.

Major efforts have been made to eradicate sexual harassment in the workplace since this study was conducted. The Study Group recognizes the need for follow-up studies (at all locations) to determine the extent of the problem within the University today.

## Specific Problems and Possible Solutions

Sexual harassment of employees at Penn State is an ongoing problem; therefore the University must revitalize its commitment to affirmative action and nondiscrimination and its opposition to sexual harassment in the workplace. The Study Group conducted a series of meetings at all campuses, with all categories of employees, and discovered that there is confusion and a lack of information regarding employee rights and responsibilities in handling instances of sexual harassment. We heard from female employees who had experienced sexual harassment and who worked in an intimidating and offensive environment. In most instances, however, employees are not aware of existing policies and whom to approach for help.

Education is an important tool for heightening individual and community awareness of the problem of sexual harassment. The University's existing policies and guidelines on affirmative action and sexual harassment need to be widely publicized on a regular basis. For example, an open letter from the President to all employees about sexual harassment could be published in the Intercom or the Daily Collegian at the beginning of each semester. This increased publicity can lead to a reduction of incidents and an increase in the number of employees who report and/or resist harassment.

Currently the University has two sexual harassment statements--one for students and another for employees. Unfortunately, the definition of sexual harassment is not the same in both statements. The Study Group believes that the student statement contains a clearer and more accurate definition of sexual harassment than the personnel guideline. We recommend that the following sentence be expunged from the employee statement: "Sexual harassment has occurred when an individual submits to such conduct as an implicit or explicit term or condition of his or her employment or education, or when submission to or rejection of such conduct is used as a basis for employment or educational decisions affecting such individuals." The implication that these conditions are a necessary component of sexual harassment is clearly in conflict with the EEOC definition that treats them as sufficient but clearly not necessary. According to the EEOC, "creating an intimidating, hostile or offensive working environment" is sufficient.

It is imperative that those in positions of authority (e.g., academic deans, campus executive officers, and heads of administrative units) are sensitive to and understand the problems facing employees who are harassed. While existing programs do educate a limited number of employees on a regular basis, additional resources and staff are needed to extend these programs to the wider University community, including administrators and executives at all locations. In order to develop a comprehensive educational program, we recommend that a new position be established with appropriate resources charged to work with the Office of Human Resources and the Affirmative Action Office to design and implement educational programs for all employees as well as regularly assess the frequency of incidents among faculty and staff.

The Study Group discovered at its hearings that many women did not know who their sexual harassment contact person was. These individuals are designated to handle cases of alleged sexual harassment within each unit. Their usefulness has been limited by their lack of training, relative obscurity and, in some cases, because the contact person is insensitive to the problem of sexual harassment. Currently, contact persons are appointed by heads of units to serve for an indefinite period and receive an initial orientation session but no further formal training. The Study Group recommends that the sexual harassment coordinator work with heads of units to devise a selection procedure for contact persons that includes input from unit employees. All contact persons should receive thorough training by the coordinator with periodic updates and be appointed for a fixed period of time with renewal possible. A list of all contact persons should be published and accompany the President's executive letter about sexual harassment in the *Intercom* or the *Daily Collegian*. Until the position of coordinator is established and filled, existing contact persons should receive additional training from the Affirmative Action Office and be appointed for a one year renewable period.

A major hindrance to eliminating sexual harassment is the lack of official reporting about it. Victims are reluctant to use the grievance procedure for fear of retribution by the harasser. Confidentiality is vital for both complainants and offenders. In addition, few victims believe that the offender will be disciplined on the strength of their testimony. In fact, sexual harassers are punished. The Affirmative Action Office has documented cases of sexual harassers who were fired because of their illegal actions. Both victims and those who may witness or have knowledge of incidents of sexual harassment should be encouraged to report such events. Existing policies, procedures, and materials should be widely publicized and distributed to send a clear message that victims will be protected and offenders will be prosecuted (while protecting the rights of the accused). Penn State must not tolerate sexual harassment and its policies must be enforced.

The Study Group urges administrative attention to ensure full implementation of the existing affirmative action policy (PS-11) and Personnel Guideline #16 (Sexual Harassment), which provides procedural steps for the resolution of claims. The administration should advise all academic and administrative units of these documents and be certain they are being implemented University-wide. Of particular concern to employees is the confidentiality of information and the need to know how to resolve a complaint. It is essential that the administration recognize the importance of providing a workplace free of harassment on the basis of sex.

## Implementation Recommendations

The following specific recommendations are submitted by the Study Group as guidelines for continued institutional commitment to the eradication of sexual harassment at The Pennsylvania State University.

Recommendation 0.1: A high level of University commitment to eliminating sexual harassment should continue to be expressed by President Jordan in the form of a letter to the University community every semester. This letter should make it clear that such behavior is unacceptable, illegal, and will not be tolerated at this university. This executive letter should appear as a full-page announcement in the Daily Collegian and the Intercom, and should also be sent to all University executive officers, accompanied by a presidential directive to disseminate information to all personnel.

Recommendation 0.2: Revise the definition of sexual harassment in Personnel Guideline #16 and all other statements that pertain to the workplace to match the Equal Employment Opportunity Commission definition. Specifically, remove the second sentence, which states that: "Sexual harassment has occurred when an individual submits to such conduct as an implicit or explicit term or condition of his or her employment or education, or when submission to or rejection of such conduct is used as a basis for employment or educational decisions affecting such individuals."

Recommendation 0.3: Create a new position to provide orientation to campus executive officers, academic deans, heads of administrative units, and personnel representatives (or human resource officers) regarding sexual harassment, and to provide training for sexual harassment contact persons. This individual would work with the Office of Human Resources and the Affirmative Action Office to develop an educational program for employees at all locations and undertake periodic assessments of the nature and frequency of sexual harassment incidents in the workplace. Commit institutional resources to support this position and provide additional staff as needed.

Recommendation 0.4: Modify the procedure for selecting sexual harassment contact persons to include input from unit employees. Appoint contact persons for a fixed period of time and implement a training program for them. Publish a list of all contact persons that would accompany the President's executive letter about sexual harassment (see Recommendation 0.1).

Recommendation 0.5: Develop additional employee orientation materials, programs, and workshops that include specific coverage of discriminatory activities, including sexual harassment. Emphasize that the breadth of responsibility to report sexual harassment extends to all employees who are aware of it. Emphasize the confidentiality for both complainants and offenders, and state clearly that complainants have the right to pursue their allegations without fear of retribution.

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## III. SEXUAL VIOLENCE AGAINST WOMEN

### General Recommendation P

**Improve personal safety for women at all Penn State locations by: (1) educating the University community about rape and sexual assault; (2) improving lighting and escort services; and (3) improving procedures for responding to reported incidents of sexual assault.**

### Statement of the Problem

Sexual violence against women is a problem of major dimensions throughout our society. It is currently estimated that a rape occurs every eight minutes in the United States. Current research also indicates that a woman's chance of being raped in her lifetime is 1 in 4, higher in major cities (Johnson 1980). University and college campuses are no exception in this regard. Recent studies have documented an extensive problem with campus violence against women. One recent survey of 7,000 students on 32 campuses throughout the nation (Sweet 1985) reports the following:

- 1 in every 4 college women has experienced an attempted sexual assault;
- 1 in every 8 college women is raped during her college years;
- 47 percent of the rapes were committed by first or casual dates or by romantic acquaintances;
- over 90 percent of the victims did not report their rape to the police.

Universities throughout the country are devoting renewed attention to the problem of assaults against university students. Last year Towson State University hosted a national conference on campus crime and conducted a national survey of campus violence. Towson's vice-president for student affairs says "We're seeing many more assaults, more physical damage" (Hirschorn 1987). University responsibility for safety has been made the focus of lawsuits at Lehigh University in Bethlehem, Pennsylvania ($25 million) and Clarkson University in Potsdam, New York ($700 million). Both cases involve rape-murders. Although these suits have yet to be settled, they raise issues of liability that cannot be ignored.

Although colleges and universities have long been concerned with the protection of students from street rapes and have taken such steps as enhanced lighting on campuses, the establishment of escort services, and the training of campus police in the handling of rape/assault cases, the extremely high incidence of date rape (Hughes & Sandler 1987; Leo & Pelton 1987; Miller & Marshall 1985; Sweet 1985) and fraternity gang rape (Ehrhardt & Sandler 1985; Merton 1985; Schwartz, et al. 1986) has recently become a matter of grave concern. The frequency of such incidents can be reduced only through a concerted educational effort focused on the theme of sexual conquest and women as sexual objects that is so prevalent in young men's attitudes toward women, and that finds its most extreme expression in date rapes and gang rapes.

## The Situation at Penn State

Testimony taken during the 1986 Strategic Study Group hearings at University Park and other Penn State locations made it clear that many women students are worried about their safety. The primary areas of concern involved lighting on campuses at night, the attitudes of the University Park police, the quality of the escort service at University Park, and the very real impact that safety concerns have on women's academic and social opportunities.

The information that we have gathered regarding sexual violence against women is focused primarily on University Park. Our recommendations, however, will deal with all locations and we believe that a first important step in implementing them should be the systematic collection of information from non-University Park locations regarding the extent of violence against women and the quality of rape education programs, prevention activities, and response to incidents.

Police data indicate that Penn State (University Park) is no more immune to incidents of sexual violence against women than are other universities, despite its relatively benign rural location and despite University efforts to ensure the safety of students, staff, faculty, and visitors. From 1983 to 1987, nine sexual assaults were reported to University Police Services: seven of them were acquaintance rapes. During that same period, 32 women (most of them students) reported sexual assaults to the State College Bureau of Police Services (Funk 1987).

As serious as this figure of 41 reported rapes in a five year period may be, study after study has demonstrated that rates of reported rape dramatically underestimate the seriousness of the problem. Victims, aware of a long history of victim blaming in the handling of sexual assault charges, are legitimately concerned about institutional and community reactions to their plight. Rapes perpetrated by persons known to the victim are particularly unlikely to be reported (Ehrhardt & Sandler 1985). Although estimates of reporting rapes derived from different data bases vary from 10 to 50 percent, the data regarding college and university victims are probably the most appropriate for our purposes. Using figures that indicate that reported rapes represent less than 10 percent of the rapes that actually take place on college campuses (Sweet 1985), we would estimate that over 400 rapes took place in State College and University Park in the last five years.

Nor is Penn State free of the impact of the all-male organizations that often contribute to a predatory attitude toward women and that have been involved nationwide in over 50 documented incidents of gang rape in a two year period (Ehrhardt & Sandler 1985). A 1983 incident of gang rape occurring in a Penn State fraternity brought considerable discredit to the University, and was reported nationally in a February 1986 Newsweek on Campus article (Schwartz et al. 1986). Even though disciplinary actions were taken, the student-victim was so harassed during the subsequent investigation that, although a Renaissance Scholar, she dropped out of the University.

Many students have observed that the University Park campus is darker than downtown State College at night. They noted that studying at Pattee Library after dark is a risky proposition for women, primarily because of the danger involved in walking home afterwards, waiting at dark and deserted bus stops, or walking to similarly uninviting parking lots. Several students noted that no matter how hard they tried to find well-lighted paths between their residences and the library, there seemed to be no satisfactory options. Poor lighting was also a concern of female students at several other locations as well.

Most women we talked to at University Park were disappointed with the escort service as a source of protection. They found the service demeaning (especially returning adult students), but also dangerous in itself. As several women noted, the men provided as escorts are strangers to them and cannot (despite official reassurances) be viewed as entirely trustworthy. Furthermore, escorts are available only to campus locations, and the service is not available during the summer and early weeks of the fall. Many students asked why the Campus Loop had no scheduled stops and why there was no driven van service available, when other universities provide these options. Although views were mixed, some students said that the University police were unsupportive when sexual assault complaints were made.

## Actions Taken by Penn State To Date

The University provides 24-hour police coverage on campus, and emergency telephones have been installed throughout the University Park campus. Emergency medical services are available through University Health Services 24 hours a day. Twenty-four hour crisis counseling is available through Counseling and Psychological Services. Additionally, for over ten years the University has benefited from the services of the Centre County Women's Resource Center which has provided sexual assault services to student and community victims, including the provision of a 24-hour rape-abuse line. Other long-standing services provided to women include the previously cited Escort Service, administered through the Office of Student Information and Assistance.

More recently, in 1985 Penn State established a Center for Women Students at University Park that has, in collaboration with other University and community units, provided leadership in educational programming in the areas of sexism and sex-role stereotyping, pornography, and rape awareness/prevention. The Center for Women Students, in conjunction with the Centre County Women's Resource Center, the Undergraduate Student Government Department of Women's Concerns and the Women's Studies Program, has conducted many educational programs on rape and sexual assault. These programs have been conducted in multiple settings and for various groups, including University classes, residence halls, fraternities, sororities, and student organizations.

This past year student initiative led to the publication of a University Park campus "Night Map" under the auspices of the USG Senate, USG Department of Women's Concerns, the Center for Women Students, the Department of University Safety, and others. The Center and USG Women's Concerns have also jointly sponsored pornography education (which contributed to a USG decision to discontinue its involvement in the showing of pornographic movies on campus), and a chapter of Men Stopping Rape has been formed at University Park.

Although considerable activity in the area of rape education and prevention has certainly taken place recently at Penn State, especially in the last two years, the problem of sexual assault is large-scale and continuing. For that reason, it is urged that a number of new initiatives be undertaken in the areas of education, prevention, and response.

## Recommended Initiatives

### Education

Much of the public and institutional response to sexual assault is based on the assumption that stranger rape is the major problem, that rapes are committed by "criminal types," and that rape is primarily a law enforcement problem. Contemporary analyses of the nature of rape indicate, however, that the majority of rapes are committed by acquaintances, often in the context of a date or a party, that the "typical" rapist is no different from the "typical" young American man, and that the underlying source of a U.S. rape rate that is ten times the world average (Interpol 1982) is a set of culturally based attitudes toward women. The problem is much more than a law enforcement problem; it is a problem that is rooted in our dating culture and in our attitudes toward the nature of sexual relationships between men and women.

Penn State has already begun the difficult task of educating the University community regarding the seriousness of the problem of sexual assault and the nature of the attitudes that contribute to it. As noted above, these programs are aimed both at potential victims and at the men and women whose attitudes toward "the battle of the sexes" inadvertently contribute to the development of a rape mentality in our culture (Sanday 1981). Unfortunately, these educational efforts are all too often seen as "just another women's issue," rather than as part of a serious cultural problem with which we must all be concerned. In order for such educational programs to be effective, they must reach a large number of people, and they must have the clear, public support of University administration at all levels. The first step in increased support for our educational efforts should, therefore, be a statement from the President regarding the seriousness of the problem and its basis in a set of attitudes toward women that are unacceptable in the University environment.

Our second recommendation is that the University demonstrate its commitment to a healthy and safe environment for women by developing a policy that discourages the use of pornography for profit or entertainment and prohibits University support for such activities. The pornography industry generates income through the portrayal of women as objects of lust and conquest, and often as targets of sexual violence. The University is a setting in which the use of pornography for profit or entertainment should not receive institutional support. Since such a policy will have to be carefully designed to avoid infringement of individual rights or interference with the scholarly analysis of erotica and pornography, its development will require extensive discussion and careful consideration. Such discussion and debate also serves an important educational function for the University community-at-large.[6] Therefore, we recommend that the University administration work closely with various governance bodies, such as the Faculty Senate and student governments, to develop a pornography policy through a process that includes a program of public discussion that would also serve to educate the University community regarding the impact of pornography on images of women and attitudes toward sexual violence.

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[6] For example, the process of education and discussion undertaken by the Undergraduate Student Government, the Center for Women Students, and the Office of Student Organizations and Program Development in 1986-87 (in connection with the USG decision to discontinue its involvement in a movie cooperative that showed pornographic films on campus) served an important educational as well as decision-making function.

Our third recommendation is that a coordinated rape education program be supported through the Center for Women Students. One important step in this support should be the establishment of a rape awareness/prevention specialist position to develop and coordinate a broad range of programs on sexism, date rape, stranger rape, gang rape, pornography, and other topics related to the increased understanding of the seriousness of our sexual assault problem. Programming should include an annual workshop on rape awareness/prevention for all residence halls staff, including the Resident Assistants. Fiscal support should be adequate for the purchase of rape education materials such as films and books, and for the development or purchase of materials for general distribution to students, faculty, and staff (such as the acquaintance rape brochure being developed by the Center for Women Students).

Fourth, educational programs should be developed that focus particularly on the all-male settings and organizations that often perpetuate the sort of predatory attitude toward women that contributes to date rape and to incidents such as the fraternity gang rape of 1983. The Interfraternity Council should be asked to cooperate in the development and presentation of a regular program of rape education for fraternity and sorority members and participants in the "Little Sister" programs. Resident Assistants in male dormitory settings should be required to schedule rape awareness programs; and rape awareness/prevention education should be a feature in the required health and sexuality curriculum developed for the Academic Assistance Center for Student Athletes.

Our final recommendation for general community education is the implementation of a high quality victimization survey designed to provide reliable information on the extent and nature of the sexual assault problem at Penn State. We are aware that a number of victimization surveys have been conducted at Penn State, including a general victimization survey carried out by the Department of University Safety, a survey focused on victimization of gay, lesbian and bisexual students

(D'Augelli 1987), and a survey of students focused on sexual harassment (Johnson and Shuman 1983). The University safety survey was too broad to provide adequate attention to problems of sexual assault; the D'Augelli survey focused on a narrowly defined population, and the sexual harassment survey focused specifically on incidents in which the harasser was a University employee. What we have in mind here is a survey of a reasonably large random sample of University women dealing entirely with issues of sexual victimization. The research should be designed by an experienced survey researcher to ensure a random sample, a very high response rate, and question formats that will provide a complete picture of the nature of the problem. The results should be well publicized and linked to a reaffirmation of University concern regarding the development of a Penn State environment that does not, however inadvertently, support sexual assault.

## Prevention

In a sense, the educational steps recommended above are the most important aspect of rape prevention, focusing as they do on acquaintance rape, date rape, gang rape and stranger rape. The recommendations discussed in this section are focused primarily on the prevention of stranger rape and on increasing the safety of movement on campus and between campus and home. Our first recommendation is simply widespread distribution of the University Park Night Map and the development of similar maps for other locations. Second, we recommend the improvement of lighting in those areas identified as "sparsely lit" on the University Park map, and the investigation of the lighting situation at non-University Park locations. Third, we recommend the development of a reasonable number of scheduled runs of the Campus Loop after dark. Scheduled night stops would contribute to safety by reducing the amount of time spent waiting at a bus stop and by increasing the likelihood that there would be other women waiting for the same bus.

Throughout the country crimewatch programs and the visible presence of officers on foot have been demonstrated to be effective deterrents to crime on campus. We believe it would be particularly helpful if University Police Services would significantly increase its use of foot patrols on campus after dark. The presence of uniformed officers in locations inaccessible to routine patrol car presence can serve as a major deterrent to "street rape" and sexual harassment. Such presence should be increased through a combination of shifting officers from car to foot patrol, increasing resources for the assignment of personnel on the night shifts, and increasing use of students in the internship program (cadets) for night foot patrol duty. Another tactic would be the development of a crimewatch program involving the University's night shift employees.

Finally, we feel that a major improvement in escort services is necessary. At University Park and other locations, many students live off campus, study or take classes at night, and do not have adequate transportation available at night. There are currently only two campuses that offer escort services. The Capital College service is operated by Police Services, is staffed by student employees, and offers both foot escort and vehicle escort. The University Park service is a student service, staffed by volunteers, and offers only foot escort. Both services operate only during limited hours and neither serves locations off campus. A number of other universities have driven escort services that will provide transportation to on- or off-campus locations, throughout the year, from dusk to dawn. The experience at University of Iowa provides some indication of the potential impact of such a service; stickers placed on public phones and distributed at the University of Iowa helped to solicit 2500 calls within three months of the establishment of a driven escort service. We believe that funds should be allocated immediately for the establishment of a driven escort service at University Park. A 1986 presentation to the Commission for Women, based upon the examination of programs at the University of Texas, the University of Iowa, the University of Wisconsin, and the University of Michigan provides a reasonable model for such a service:

> By dialing the escort line connected to University Police Services, a rider would reach a dispatcher who would contact one of the two escort vans via radio with the rider's location and destination. Through continual and direct communication between the dispatcher and drivers, locations could be coordinated and calls serviced throughout the night. Each caller would be given an estimated time of pick-up and instructed to stay indoors until the escort van arrives and sounds the horn (Connolly 1986).

Although we believe that in matters of safety, cost must be our last consideration, such a program could be established at surprisingly moderate levels of investment.

The Department of University Safety should also investigate the need for such services at other locations and for increased support for the program at Capital College. Support for such services should be established through a central funding process that is independent of funding for other services at non-University Park locations. Services that contribute to safety for University students and staff should not be forced to compete for funds with other location-specific needs.

## Response to Incidents of Sexual Violence

Since the early 1970s there have been important improvements in the nature of response to victims of sexual assault throughout the country. Rape crisis centers, sexual assault hotlines, specially trained sexual assault law enforcement personnel, and training for all law enforcement and emergency room personnel have contributed to more sensitive and effective handling of sexual assault victims. Penn State has benefited as well from these changes. University Police Services personnel have participated in workshops on sexual assault and students and staff can take advantage of the community-based rape-abuse line and support services sponsored by the Centre County Women's Resource Center.

The University Health Services, recognizing that they have an obligation to provide appropriate medical and psychological services to victims of sexual assault, have adopted the sexual assault/rape protocols of Centre Community Hospital and have assured the Commission for Women that during normal working hours assault victims will be treated promptly and sensitively. However, other information suggests that the policy is not entirely clear and that there is room for considerable improvement in the availability of the medical services of the University Health Services for sexual assault victims. The adequacy of services and the sensitivity of clinicians have been major problems, and the Study Group recommends that the Women's Health Advisory Committee (Recommendation R.2), in conjunction with the Center for Women Students' rape awareness/prevention specialist (Recommendation P.3), be charged to take a leadership role in working with the University Health

Services to improve the services in this area as soon as possible. Responsibility for staff training and monitoring of University response to assault victims should reside with the rape awareness/prevention specialist.

Appropriate offices at all locations should be charged to develop procedures for responding adequately to the medical and psychological needs of victims of assault, and to develop materials designed to insure that all students, faculty, and staff are fully aware of these procedures. A continuing program of education for those University personnel most likely to be in contact with victims of sexual assault should be developed in coordination with the Center for Women Students rape awareness/prevention specialist. For example, in 1984-85 University Park Police Services personnel participated in a sexual harassment workshop that addressed a wide variety of issues related to women's safety. Such workshops should become a regular aspect of in-service training in the Department of University Safety, the University Health Services, and other locations.

The University Park campus is fortunate in having been able to take advantage of the services of an effective rape crisis intervention program involving carefully trained volunteers who respond to contacts on a 24-hour Rape Abuse Line at the Centre County Women's Resource Center (CCWRC). Although many of the women who make use of this service are University students,[7] the majority of students are not counted in the population base that determines the level of state funding for such programs.

The CCWRC has developed its expertise in the training of volunteers and in the management of the rape/abuse hotline over a period of many years. The volunteers receive training that is certified by the Pennsylvania Coalition Against Rape, the organization that controls state funding for sexual assault programs. This certification assures the trained counselors' protection under the confidentiality provisions of state law. Furthermore, over the years the CCWRC has developed an excellent working relationship with the District Attorney's Office, law enforcement agencies, and the Centre Community Hospital. Although it has been suggested that the University might consider the establishment of its own 24-hour rape crisis center and counseling program, we believe that it would be more economically feasible and considerably more effective to contract for such services with the CCWRC.

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[7] For example, in 1986 26 of the 72 new sexual assault victims who contacted the Centre County Women's Resource Center were University students.

We therefore recommend direct University support of CCWRC programs that are related to violence against women and that serve a University constituency. These important services include the 24-hour rape-abuse line, counseling referral and support groups for victims, and educational programs offered to the University community. University support should be in an amount commensurate with the use of the CCWRC by students of the University. The Director of the CCWRC estimates that more than one-third of their sexual violence activities directly involve students. We believe that an annual investment of the roughly $18,000 that would correspond to one-third of the CCWRC sexual assault budget is a small price to pay for the services that the CCWRC continues to provide to Penn State. This direct payment should be accompanied by enhanced University publicity regarding the services offered by the CCWRC. Orientation materials, handbooks, and other materials and programs should be revised to increase the number and prominence of references to the rape/abuse hotline as a resource for victims of rape and abuse, and of references to the CCWRC as a source of information and educational programs. Reciprocally, CCWRC publications on sexual assault should include references to Penn State programs and services available to the University community.

Finally, we would recommend that the University implement an effective system of victim advocacy. A first step would be a re-examination of Office of Conduct Standards policies that do not allow a victim of assault to be accompanied by support persons at the hearings regarding her case. Second, we recommend the establishment of a victim advocate position to assist victims in their transactions with the Office of Conduct Standards, law enforcement personnel, the courts, and in any other matters related to their victimization. The job description for the position should include a major component of expertise in dealing with victims of sexual violence. Possible locations for such a position include the Department of University Safety and the Office of Student Legal Aid.

## Implementation Recommendations

### Education

Recommendation P.1: Release a statement from the President regarding the seriousness of the problem of rape and sexual assault and its basis in a set of attitudes toward women that are unacceptable in the University environment.

Recommendation P.2: The University administration should implement a policy that would eliminate institutional support for the use of pornography for profit or entertainment. The policy should be carefully designed, in consultation with governance bodies such as the Faculty Senate and the student governments, to avoid infringement of individual rights or interference with the scholarly analysis of erotica and pornography. Work on the development of the policy should proceed concomitantly with increased educational efforts designed to inform the University community regarding the effects of pornography on images of women and attitudes toward sexual violence.

Recommendation P.3: Support a coordinated rape education program through the Center for Women Students, beginning with the establishment of a rape awareness/prevention specialist position to develop and coordinate a broad range of programs on stranger rape, date rape, gang rape, sexism, pornography, and other topics related to the increased understanding of the seriousness of our sexual assault problem. This support should also include the development and purchase of materials for general distribution to students, faculty and staff.

Recommendation P.4: Develop educational programs that focus particularly on the all-male settings and organizations that often perpetuate the sort of predatory attitude toward women that contributes to date rape and to incidents such as the alleged fraternity gang rape of 1983. The Interfraternity Council should be asked to cooperate in the development and presentation of a regular program of rape education for fraternity and sorority members who participate in the "Little Sister" programs. Resident Assistants in male dormitory settings should be required to schedule rape awareness programs; and rape awareness education should be a feature in the required health and sexuality curriculum developed for the Academic Assistance Center for Student Athletes.

Recommendation P.5: Conduct a high quality victimization survey designed to provide reliable information on the extent and nature of the sexual assault problem at Penn State. The research should be designed by an experienced survey researcher to ensure a random sample, a very high response rate, and question formats that will provide a complete picture of the nature of the problem. The results should be well publicized and linked to a reaffirmation of University concern regarding the development of a Penn State environment that does not, however inadvertently, support sexual assault.

## Prevention

Recommendation P.6: Distribute the University Park Night Map to all University personnel and all new and transfer students, and develop similar maps for non-University Park locations.

Recommendation P.7: Improve lighting in those areas identified as "sparsely lit" on the University Park map, and investigate the lighting situation at non-University Park locations.

Recommendation P.8: Develop a reasonable number of scheduled runs for the Campus Loop after dark. Scheduled night stops would contribute to safety by reducing the amount of time spent waiting at a bus stop and by increasing the likelihood that there would be other women waiting for the same bus.

Recommendation P.9: Implement a University Park driven escort service that would provide transportation to on- and off-campus destinations, from dusk to dawn, year-round. Consider increased funding for the Capital College service, and the possibility of establishing escort services at other locations.

Recommendation P.10: Increase the use of foot patrols on campus at night. Increase the use of cadets for night foot patrol. Implement a crimewatch program involving the University's night shift employees.

## Response

Recommendation P.11: Charge appropriate offices at all locations with developing procedures for responding adequately to the medical and psychological needs of victims of assault, and with developing materials designed to insure that all students, faculty, and staff are fully aware of those procedures. Develop (in coordination with the Rape Awareness/ Prevention Specialist, see Recommendation P.3) a continuing program of education for those University personnel most likely to be in contact with victims of sexual violence.

Recommendation P.12: Implement direct University support of Centre County Women's Resource Center (CCWRC) programs that are related to violence against women and that serve a University constituency. The CCWRC provides essential services to the University community, including a 24-hour rape/abuse hotline. Direct support from the University should be combined with a revision of University materials and programs to increase the number of references to the services available at the CCWRC.

Recommendation P.13: Revise Office of Conduct Standards policies to allow victims of sexual assault to be accompanied by support persons in hearings related to their complaint. Establish a victim advocate position in the Department of University Safety. The job description should include a major component of expertise in dealing with victims of sexual violence.

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# IV. WOMEN'S ATHLETICS

## General Recommendation Q

**Implement strategies that will ensure a women's sports program equitable to the men's sports program and move Penn State's women's sports into national prominence.**

## Introduction

Penn State has long been a leader in women's sports. The women's varsity program, now in its 24th year, has consistently been a success (Appendix B). There have been 12 national championship women's teams at Penn State from 1978 to 1987. Nineteen women have won individual national championships, eight have won Broderick awards, eight have been Olympians, and 23 have competed on other international U.S. teams. Yet, in spite of its success, the women's sports program at Penn State has not been afforded as much visibility or recognition as the men's, at University Park or at other locations. There are overall differences in funding levels for men's and women's sports, and unexplained differences continue to exist between women's and men's teams in the same or comparable sports with respect to such matters as coaches' salaries, facilities, and support systems.

## Sports at Non-University Park Locations

Each of the 17 campuses has an athletic director (AD): 14 are male, only three are female. Behrend College and Capital College also have male AD's. During the 1985-86 year, there were 106 varsity teams: 48 men's, 48 women's, and 10 coed. However, nine of the 48 women's teams were cheerleading. One campus has coed cheerleading. There also appear to have been cases of differential treatment of men's and women's sports at some of the campuses. At one rural campus a spectator bus was provided for students to attend the men's basketball game, but not for the women's game that preceded the men's. On another campus, uniforms for the men's basketball team were purchased by the University, while the women had to earn the money for their volleyball uniforms. At yet another campus the men's basketball team has registered for classes before any of the other students.

The recent reorganization of non-University Park sports to place them within the purview of the Commonwealth Educational System offers an ideal opportunity for an initiative to address issues of gender equity in sports offerings throughout the system. We would recommend a strong statement of administrative support for complete gender equity in the non-University Park sports programs, and an early review of the bases for decisions regarding varsity and intramural sports offerings at specific locations. Furthermore, we see no reason why cheerleading should ever be defined as a single gender sport; cheerleading at all campuses should be open to both men and women. We would also recommend that a major effort be made to recruit women and minorities into any Athletic Director positions that become available. Search committees for those positions should include adequate representation of women and should be required to include at least one woman in the short list of qualified candidates.

## Intercollegiate Athletics

### Budget Issues

The total picture in terms of dollars expended for men's and women's sports is complicated by the distinction between revenue and nonrevenue sports. Intercollegiate Athletics classifies football and men's basketball as "revenue sports" and all other sports as nonrevenue. However, football is the only sport for which income is greater than expenditures. Men's basketball, like all of the other men's and women's sports except football, does not currently support itself. In terms of profit and loss, men's basketball is no more a revenue sport than is women's basketball, and the special treatment of men's basketball is a major source of the budget differences to be discussed below. Our budget analyses will be based on two alternative approaches to the revenue/nonrevenue distinction, both based upon actual profit and loss, rather than hopes for the future. Our first approach involves a straightforward distinction between sports that support themselves (football) and those that do not (all others). The second involves identifying a number of men's and women's sports as "priority" sports to be given special budgetary consideration, even though they currently operate at a net loss.[8]

Since football is the only Penn State sport that actually generates a profit while the others all operate at a net loss, our figures include all men's and women's sports except football. Annual net investment in women's sports is only 78.1 percent of the investment in men's sports and is in fact $258,821 less. It has been suggested that this comparison is inappropriate because it includes 14 men's sports and only 13 women's sports, that we should be looking only at the budgets for sports in which there are comparable men's and women's teams. The flaw in this argument is best illustrated with a hypothetical example. Imagine a university in which there were ten men's sports with a total support of $1 million, including men's baseball with a budget of $10,000, and only one women's sport, women's softball, with a budget of $10,000. Looking only at budgets for which there are comparable men's and women's sports, one would conclude that there are no gender equity problems in this university's sports program. The assessment of gender equity in budgets must focus on total net cost for all men's and women's sports that operate at a loss.

Another approach to the revenue/nonrevenue issue might designate both men's and women's basketball as "special priority sports"; they are the most highly funded of the sports that operate at a net loss. If we take them both out of the total figures, we conclude that the women's sports budget still represents only 86.4 percent of the men's sports budget.

Computing totals the way Intercollegiate Athletics currently views the situation, excluding only men's basketball, one might argue that the Intercollegiate Athletics program invests more money in women's sports than they do in men's sports. In fact, the women's sport budget is 1.19 times the men's sport budget. As we have pointed out above, however, this approach involves turning a blind eye to the sport that operates at the highest net loss of any of the 28 varsity sports, men's basketball. It is clear that most of the difference in fiscal support for men's and women's sports arises out of Intercollegiate Athletics' decision to define men's basketball as a revenue sport on the basis of a national situation in which the top ranked men's basketball teams generate considerable revenue. Since men's basketball at Penn State does not generate such revenue, while women's basketball at other universities has been demonstrated to be potentially revenue generating (Lederman 1987), and the Penn State women's basketball team has won five of the last six Atlantic 10 championships with funding considerably below that of men's basketball, we believe it is time for Penn State to give women's basketball the opportunity to demonstrate its revenue-generating potential. The Lady Lions drew more than 17,000 fans for 10 home games last year. Their average attendance of 1,733 fans per game was 10th best in the NCAA. The time has come in the history of women's sports in America when universities can invest money in priority women's sports on the assumption that there is a reasonable chance of turning them into revenue sports.

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[8] This is in effect what Intercollegiate Athletics now does for men's basketball.

We recommend that Penn State alter its strategic plan to include among revenue sports only those sports that actually generate income which covers their expenses; at this time, at Penn State, only football qualifies. In the interest of investment in sports that have a potential for income generation in the future, we recommend the establishment of a "priority sports" category, consisting of sports targeted to receive temporarily enhanced funding designed to move them into national prominence and income production. At this time, it would make sense to include both men's and women's basketball in the priority sports category. In the long run, we would expect the extent of such funding to be roughly equal for men's and women's sports. Finally, we recommend that total funding for all nonrevenue, nonpriority sports be roughly equal for men's and women's sports.

Although we do not present details here, we have also looked at support for men's and women's sports on a sport-by-sport basis, comparing, for example, men's lacrosse with women's lacrosse and field hockey with soccer. According to Intercollegiate Athletics, the priorities for the funding of various men's and women's sports are developed separately (for example, the priority for men's volleyball is established independently of that for women's volleyball) on the basis of criteria that reflect "wide-ranging factors" (Tarman 1986). Although Intercollegiate Athletics prefers not to do such sport-by-sport comparisons, we have done so because we feel that such comparisons are useful in generating questions about the relative funding for particular men's and women's sports. For example, why does Women's Sport 1 (or 2 or 3 or 4 or 5) receive less funding than its counterpart men's sport?

What we find is considerable variability across comparisons. In some cases the men's sport receives substantially more funding than the comparable women's sport; in others the women's sport is funded at a higher level than the comparable men's sport. Although the Intercollegiate Athletics strategic planning documents do deal with the general bases used in the establishment of priorities, the application of those criteria to particular sports is not presented in a manner that would clarify the basis of any individual sport's priority ranking. Questions regarding issues of comparability with regard to particular sports therefore remain unanswered. We recommend that Intercollegiate Athletics be required to provide a detailed explanation of the bases for the differences in priorities of the comparable sports.

## Coaches' salaries

Table 3 (page 64) presents sport-by-sport comparisons of head coaches' salaries for comparable men's and women's sports. Once again, the use of such sport-by-sport comparisons may be questionable. As one administrator put it, "There is no effort made for comparable salaries for men and women [on a sport-by-sport basis]." The variability in the differences between men's sport and women's sport head coaches' salaries is in part a function of factors such as rank, time in service, and

## Table 3

## Head Coaches' Salaries, Women's and Men's Sports, 1987-88[a] (except football)

Ratios (Women:Men)[b]

| Sport | Total Salary |
|---|---|
| 1 | 56:100 |
| 2 | 64:100 |
| 3 | 65:100 |
| 4 | 76:100 |
| 5 | 77:100 |
| 6 | 85:100 |
| 7 | 88:100 |
| 8 | 90:100 |
| 9 | 100:100 |
| 10 | 100:100 |
| 11 | 100:100 |
| 12 | 110:100 |
| 13 | NC |
| Total | 82:100 |
| Total excl men's & women's basketball | 85:100 |

[a] Total annual salary, including portion paid by budget units other than Intercollegiate Athletics. To avoid identifying particular coaches, the sports are not listed in alphabetical order in the table. The table includes the following comparisons: Baseball/softball, basketball, fencing, golf, gymnastics, lacrosse, soccer/field hockey, swimming, diving, tennis, track, and volleyball. Wrestling is included in the totals, but has no comparable women's sport (NC).

[b] The figures in the table are ratios of the women's head coach salary to the men's. Three sports have the same coach for men's and women's teams.

market. Thus, we would recommend, as we do with sport-by-sport fiscal support, that Intercollegiate Athletics be asked to provide detailed explanations of the bases for the differences in salaries of the head coaches of comparable sports.

The overall picture is clear, however, as the total ratios at the bottom of Table 3 show. The total number of dollars expended for head coaches for women's sports is considerably less than that invested in head coaches for men's sports. First, excluding only football, total salary for all women's sport head coaches is 82 percent of the men's and is $80,972 less than that for the men's coaches. Excluding football and men's and women's basketball, the ratio is still only 85:100.

## Health Services

Another area of concern for women athletes is health services. Several women athletes have contacted us regarding the treatment they have received from the Athletic Medicine Department. Some of these women believe they have been subjected unnecessarily to differential treatment because of their sex and that the Athletic Medicine Department has sometimes been insensitive to the unique health concerns of women athletes and has occasionally given priority of treatment to men. Although the recent addition of a woman team physician to the Athletic Medicine staff is encouraging, care still needs to be taken to ensure that the needs of women athletes are the purview of the entire unit rather than a special assignment for the new physician.

We recommend that a review of the Athletic Medicine Program be conducted to determine whether (1) the quality of health services provided by the Athletic Medicine Department meets the needs of student athletes, Intercollegiate Athletics, and the University, (2) women athletes are encouraged to use the health services of the University Health Service (e.g., Women's Health), (3) services are being provided in a way that treats women fairly, equitably, sensitively, and insures the privacy and dignity of the patient, and (4) women have the same opportunity for support positions (e.g., trainer) as men. We would also recommend that the review committee address the issue of continued reporting to Intercollegiate Athletics as opposed to University Health

Services, and consider including athletic team physicians in the medical peer review procedure of the University Health Service.

General Atmosphere

Our discussions with coaches, athletes, and other members of Intercollegiate Athletics also suggested a general sense of second-class status among those connected with women's athletics. There are still elements of an uneasy, sometimes hostile and competitive, relationship between men's and women's sports. Although these attitudes are usually dormant, they sometimes surface in sexist remarks from administrators and harassing behavior from coaches, athletes, and others.

Another issue that is of great concern to us is the problem of negative stereotyping of women athletes and a generally hostile attitude toward lesbians. An athlete's sexual orientation should have no bearing whatsoever on his/her status in Intercollegiate Athletics.

We believe that the solution to these general attitude problems must be initiated from Intercollegiate Athletics administration. First, we recommend that a strong statement from the Director be distributed to all staff, coaches, and athletes, emphasizing the equal status of men's and women's athletics, and reminding everyone of the inappropriateness of inquiries concerning the personal lives of Intercollegiate Athletics staff, coaches, or athletes. Second, we recommend a series of workshops for all students and staff on gender issues, including sexual harassment and sexual orientation. The workshops for athletes should become a required component of the programming for the new Academic Assistance Center for Student Athletes.

Administrative Commitment

Vigorous implementation of the specific recommendations developed above can only follow from an administrative structure that facilitates an effective advocacy for women's sports within Intercollegiate Athletics. In the early 1970s Penn State, ahead of the legislation mandating gender equity in access to education (Title IX of the Education Amendments of 1972), merged men's and women's sports programs into one athletic department, and responsibility for various programs was allotted to specific assistant directors. The goal was to administer women's and men's sports in an equitable and nonsexist manner. Unfortunately, such mergers often have the unintended effect of diffusing any concentrated effort to promote women's sports (Uhlir 1987), and we believe that the actual functioning of the merged programs appears to have some rather strong drawbacks in regard to women's sports at Penn State. Men's and women's sports programs of truly comparable status have not been achieved within the current dispersed administrative structure for women's sports. Although a merger may have seemed appropriate at the time, a new era of excellence in women's sports began nationally in the late 1970s and is continuing today. Penn State's women's athletics program is in an excellent position to take advantage of the currently favorable environment for women's sports if leadership with a future orientation can be provided to the women's program.

We recommend three complementary approaches to the establishment of increased advocacy for women's sports at Penn State. First, an independent Women's Sports Council should be appointed, with representatives from Intercollegiate Athletics administration, coaches, and students, and from the University in general, to continuously monitor and make recommendations regarding the promotion of women's sports. Second, within Intercollegiate Athletics, a philosophy of equity for women's sports must be established by creating an administrative structure that guarantees a strong advocacy for women's sports. We recommend the creation of a new position of associate athletic director who would to serve as a vigorous advocate, monitor, and leader for women's sports.

Although implementation of the recommendations discussed above would move Intercollegiate Athletics in the direction of gender equity in a formal sense, we believe that more dramatic steps are required for the transformation of women's athletics from an "add-on" to a true partner in Intercollegiate Athletics. The Study Group strongly recommends the development and implementation of a major marketing initiative for women's athletics with women's basketball as the potential revenue-sport centerpiece. Our recommendation is based on three observations. (1) There are a number of public universities that have mounted successful marketing campaigns for their women's sports (cf. Conover 1986; Leatherman 1987; Uhlir 1987).. They have demonstrated that vigorous marketing strategies for women's athletics can produce significant revenue. As with men's athletics, the successful women's programs are generally organized around a major investment of resources in a potential revenue-sport, such as basketball. (2) At Penn State the commitment of major resources to men's basketball over an extended period has failed to produce an NCAA championship calibre program. At the same time, the women's basketball program, with resource investment at levels well below those of the men's program, has won four of the last five Atlantic 10 championships, and is poised on the edge of serious NCAA aspirations. (3) Penn State's women's athletics is already one of the premier programs in the country. In the last five years, 40 women's teams have finished in the top twenty, 23 of them in the top ten. During that period, Penn State women's teams have won two national championships.

Therefore, the Study Group recommends the launching of a five to ten year major marketing effort for women's athletics, centered around women's basketball as a national contender with major revenue potential. The development of basketball would require the investment of resources commensurate with a quest for a national title and the elevation of women's basketball to a priority status at or above the current status of men's basketball. The enhancement of women's basketball would be developed in coordination with a major marketing effort for other women's teams. We believe that such an effort would lead to two important transformations in Intercollegiate Athletics at Penn State. First, it would create a second revenue-generating sport, reducing the reliance of Intercollegiate Athletics on football for all of its revenue generation. As the Director of Intercollegiate Athletics has pointed out, "The central theme in our strategic plan is one of finances, and how to relieve football of the overwhelming task of supporting our total athletic program" (Tarman 1986). Second, the development of women's basketball as a revenue sport and the general enhancement of women's athletics would contribute to an overall perspective on Intercollegiate Athletics as men's and women's athletics, rather than as men's athletics (football and basketball) plus other varsity sports. If such an effort were successful, Intercollegiate Athletics by the year 2000 would be more fiscally balanced and would present the country with a model of true gender equity in collegiate sports.

## Implementation Recommendations

In spite of the continuing inequities that we have discovered in our investigation, Penn State currently has one of the finest women's athletics programs in the country. It appears to us that a major program of advocacy for women's sports has tremendous potential for revenue generation that can be used to improve the overall fiscal security needed to ensure continuation of Penn State's broad-based varsity sports program. The recommendations presented below are designed to remove the remnants of gender inequity from our intercollegiate athletics program, and to move Penn State's women's athletics program into the national preeminence that is so clearly within its reach.

### Administrative Commitment

Recommendation Q.1: Charge the Director of Intercollegiate Athletics to achieve equity between women's sports and men's sports and to be accountable for this equity under a University monitoring system. Movement toward equity should include implementing Recommendations Q.2 through Q.11.

Recommendation Q.2: Appoint a Women's Sports Council, with representatives from Intercollegiate Athletics administration, coaches, and students, and from the University in general, to monitor and promote women's sports. The charge to the Women's Sports Council would include: (1) gathering information regarding gender equity in such matters as budget, salaries, facilities, space, and support services; and (2) advising regarding strategies for effective enhancement and marketing of women's sports.

Recommendation Q.3: Establish a philosophy of equity for women's sports by creating an administrative structure that guarantees a strong advocacy for women's sports within Intercollegiate Athletics. Create a new position of associate athletic director who would serve as a vigorous advocate, monitor, and leader for women's sports. If such an approach is adopted, a national search should be undertaken to fill the position.

Recommendation Q.4: Design and implement a major marketing program for women's athletics with women's basketball as the potential revenue-sport centerpiece, including the investment of resources commensurate with a quest for a national title.

Recommendation Q.5: Encourage all search committees to be vigorous in their efforts to recruit minority coaches, administrators, and staff as well as athletes. In the projected reorganization of Intercollegiate Athletics, take affirmative action to ensure equal opportunity for women and minorities to be appointed to leadership roles.

## Budget and Salary Issues

Recommendation Q.6: Review differences in support, facilities, and space for comparable men's and women's sports and make adjustments where appropriate. In cases in which comparable men's and women's sports are assigned clearly different priorities, provide the Women's Sports Council with explicit and detailed information regarding the basis for each sport's priority status.

Recommendation Q.7: Conduct annual salary reviews for coaches, administrators, and staff. Provide coaches of the same or comparable sports with equitable salaries and provide for continual monitoring of salaries by the Affirmative Action Office and the Office of Human Resources.

Recommendation Q.8: Revise the current designation of sports as revenue (football and men's basketball) and nonrevenue (all other sports) in acknowledgement of the fact that only one sport actually supports itself. Switch to the following three category system: (1) revenue sports (football); (2) special priority sports (men's and women's basketball); and (3) other sports. Develop a plan to achieve equity in fiscal support for men's and women's basketball or any other sports that might be designated as "special priority sports."

## General Atmosphere

Recommendation Q.9: Issue a strong statement from the Director of Intercollegiate Athletics regarding gender equity throughout the program, the inappropriateness of sexist behavior or harassment of women coaches and athletes, and the unacceptability of inquiries into the private lives of staff, coaches, and athletes.

Recommendation Q.10: Develop and schedule workshops on gender issues, including sexual harassment and sexual orientation, for all members of Intercollegiate Athletics. Make such workshops a required component of the programming in the Academic Assistance Center for Student Athletes. Staffing and programming in the Center should be gender balanced.

## Health Services

Recommendation Q.11: Review the Athletic Medicine Program (see also Recommendation R.5). The membership of the review team should include physicians and other health care providers from outside the program as well as coaches, administrators, and students. It should report to the senior vice-president for finance and operations and the medical director of the University Health Center. This review team should be charged with gathering information regarding the following issues and making recommendations as appropriate:

a. Determine whether the quality of health services provided by the Athletic Medicine Department meets the needs of student athletes, Intercollegiate Athletics, and the University. Determine whether women athletes are encouraged to use the health services of the University Health Service (e.g., Women's Health).

b. Determine whether services are being provided in a way that treats women fairly, equitably, and sensitively, and insures the privacy and dignity of the patient.

c. Determine whether the Athletic Medicine Program should continue to report to Intercollegiate Athletics. Consider including athletic team physicians in the medical peer review procedure of the University Health Service.

d. Determine whether women have the same opportunity for athletic medical support positions (e.g., trainer) as men.

Non-University Park Locations

Recommendation Q.12: Issue a strong statement of administrative support for complete gender equity in the campus sports programs, including Behrend College and Capital College.

Recommendation Q.13: Carefully monitor the appointment of athletic directors to ensure equal opportunity for women and minorities. Increase the number of female and minority Athletic Directors through active recruitment and by requiring that at least one woman and one minority candidate be included in the short list for each available position.

Recommendation Q.14: Review sports offerings at all locations and eliminate inappropriate gender restrictions (e.g., allow cheerleading to be offered only as a coed sport).

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# V. HEALTH SERVICES FOR WOMEN STUDENTS

## General Recommendation R

**Increase awareness of the health services for women students available at University Park and other locations, and continue to improve the quality of these services. Strengthen the Women's Health Department and broaden its mission to include non-gynecological health problems such as anorexia. Appoint a Women's Health Advisory Committee to monitor women's health issues at all Penn State locations.**

## Statement of the Problem[9]

In recent years, considerable efforts have been devoted to the improvement of health services for women students at Penn State. In 1985 an external consultant completed a report on the University Health Services (UHS) Women's Health Department (Lyman 1985); in 1986 a University Park Health Services Task Force report (Upcraft 1986) included recommendations for women's health; in 1985 the Commission for Women suggested changes in the women's health services (King 1985); and in 1986 and 1987 "Importance Performance Analyses" of the UHS Women's Health Department were conducted by the UHS Student Advisory Board and the Office of Health Promotion and Education (Kennedy, Vierno and Yeager 1986; Kennedy 1987).

As a result of these efforts, a number of positive steps have been taken. For example, a gynecological nurse practitioner and a physician's assistant have been added to provide direct service, and a clinical assistant position was created to provide immediate, on-site laboratory testing, particularly for pregnancy. The problem of close proximity and sharing of waiting areas with Athletic Medicine has been partially addressed by having some Women's Health patients wait in a room down the hall from the facilities rather than in the adjoining hallway. A number of new educational materials have been developed by the Office of Health Promotion and Education that inform students about Women's Health Department services, prepare them for the nature of the gynecological examination, and provide information on pregnancy and contraceptive issues.

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[9] Although this report focuses on students, the health concerns of women faculty and staff are of equal interest. The Women's Health Advisory Committee (Recommendation R.2) should be charged with the investigation of these concerns.

These and other changes seem to have contributed to increased satisfaction with some aspects of Women's Health services. The use-performance surveys distributed to students in some health education classes (Kennedy, Vierno, and Yeager 1986; Kennedy 1987) asked students who had used the Women's Health Department to rate how well the Women's Health Department had performed in each of 23 features. A comparison of the 1986 and 1987 results shows improvement in 18 of 23 areas (see Table 4, p. 77). The pattern of improvement in clinician-patient[10] interactions is particularly striking. There have been significant increases in users' satisfaction with all of the clinician-related items, including explanations of procedures that they received both before and after examinations, clinician sensitivity and manner, confidentiality, and the educational practices and counseling of the clinicians. It may also be the case that improved ratings of the atmosphere in the examining room are more related to clinician manner than to physical plant.

However, there is still considerable room for improvement. First, the 1986 and 1987 importance-performance surveys of women students indicate that only about 1 in 3 undergraduate women currently use the Women's Health Department of University Health Services. Second, the satisfaction indicators for users (performance ratings), although generally improved, still indicate considerable dissatisfaction. There are 12 of the 27 areas (see Table 4) in which over 40 percent of users rate performance at or below the midpoint (4) on the seven-point scale ranging from "low performance" (1) to "high performance" (7). The most serious problems appear to pertain to the waiting period to see a physician or schedule an appointment, to comfort and privacy aspects of the waiting room, and to availability of educational videotapes. Furthermore, in spite of the 1986 to 1987 improvement in ratings of clinician performance, the 12 problem areas include 5 of the 8 clinician items: sensitivity to patient concerns, pleasant manner, counseling, and explanation of procedures both before and after the examination.

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[10] Throughout this report the term "clinician" includes the physician, the registered nurse, the physician's assistant, and the nurse practitioner. The survey does not differentiate among clinicians, and perhaps it should be noted that the improved ratings follow the addition of a physician's assistant and a nurse practitioner to the staff.

Thus, although considerable progress has been made since 1985, the data suggest the need for special efforts to increase student awareness of the services available in the Women's Health Department and for continued efforts to improve the quality of services rendered. The specific problems addressed below lead to recommendations centering around increased educational and marketing efforts, increased staffing, some physical plant remodeling, and continued attention to the nature of the services and clinician-patient interaction.

## Specific Problems and Possible Solutions

### Increasing Awareness

The fact that only 1 in 3 undergraduate women makes use of the Women's Health Department is of concern for two reasons. First, the low utilization rate suggests the possibility that there may be a significant number of Penn State women students who have specific needs for Women's Health services to which they are not attending at all, or which are being held in abeyance until they can get home to visit a non-UHS clinician. Second, as an educational institution, Penn State should be encouraging an informed attitude toward the use of health services in the promotion of wellness as well as in the treatment of illness. Some portion of the the remaining undergraduate women who are not using UHS Women's Health are not getting routine gynecological care anywhere. If the non-user population is similar to the user

## Table 4
## Users' Ratings of Women's Health Department Performance
## Percent Above Midpoint*

| | 1986 (n = 85) | 1987 (n = 86) | Percent Change |
|---|---|---|---|
| Appointment System | | | |
| Waiting Period | | | |
| To see a physician | 32% | 33% | +1 |
| To schedule an appointment | 50% | 44% | -6 |
| Physical Surroundings | | | |
| Waiting area (comfort) | 24% | 30% | +6 |
| Waiting area (privacy) | 13% | 27% | +14 |
| Nurse's interview room (privacy) | 44% | 45% | +1 |
| Examining room (privacy) | 89% | 85% | -4 |
| Examining room (atmosphere) | 65% | 72% | +7 |
| Opportunity for Self-Education | | | |
| Pamphlets available | 71% | 72% | +1 |
| Videotapes available | 21% | 18% | -3 |
| Confidentiality | | | |
| Appointment system | 70% | 73% | +3 |
| Medical records | 76% | 76% | 0 |
| Test results | 80% | 77% | -3 |
| Clinician | | | |
| Sensitive to patient concerns | 49% | 59% | +10 |
| Pleasant manner | 51% | 60% | +9 |
| Respect for patient | 60% | 64% | +4 |
| Confidentiality | 76% | 83% | +7 |
| Educational practices | 67% | 75% | +8 |
| Counseling | 44% | 58% | +14 |
| Explanation of procedures | | | |
| Before the examination | 38% | 58% | +20 |
| After the examination | 32% | 58% | +26 |
| Examination | | | |
| Temperature of the room | 63% | 66% | +3 |
| Dressing gown provided | 62% | 74% | +12 |
| Warm speculums | 48% | 60% | +12 |

*1 to 7 scale ranging from "Low Performance" (1) to "High Performance" (7). Figures are percent rating each feature 5, 6, or 7.

population[11], data from the use-performance surveys would suggest that about 40 percent of them have never had a gynecological examination. This is not to suggest that all of the 40 percent need an examination. It would be useful if the UHS conducted a needs assessment of women students to develop a data base for services.

The Office of Health Promotion and Education (OHPE) is already involved in efforts to disseminate information regarding the Women's Health Department, including the distribution of a wallet-size card calendar in freshman orientation programs and in many of their outreach programs, distribution of a full packet of information on Women's Health Services to all new Women's Health Department patients, women's health items in TIPS, referral to the Women's Health Department in many of the sexuality and pregnancy programs, etc. Although the Women's Health Department is described in many of the materials and programs regarding UHS, there is no coordinated marketing effort focused specifically on the Women's Health Department. The OHPE has, however, developed considerable marketing experience in the last few years in its promotion of the Peer Contraceptive Education Program, the Sexual Health Awareness Resource Program, and other specific UHS programs. We recommend that OHPE develop a coordinated media effort aimed at increasing the number of students who are familiar with the services available at the UHS Women's Health Department. This marketing effort could include the following specific steps. First, the wallet-size calendar could be included in the Ritenour mailings that are sent to all new students before their first semester at University Park. Second, serious consideration should be given to a special mailing of the complete Women's Health Services at Penn State package to all new women students and their parents. Third, an advertising campaign could be developed utilizing print and broadcast media to increase awareness of the examination and testing services available through the Women's Health Department. Fourth, we strongly recommend additional clinical staffing (nurse practitioner or physician's assistant) for the Women's Health Department to allow increased involvement of the clinicians in the development and delivery of educational programming in cooperation with OHPE. As the UHS 1986-87 annual report notes, "the current staffing and demanding load leaves little time for the clinicians to do much other than see patients in the clinical setting" (McDermott 1987).

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[11] On the one hand, one might argue that non-users are probably less likely to be seeking gynecological care elsewhere because they are the sort of people who generally do not participate in wellness programs. On the other hand, one might argue that non-users are probably more likely to be obtaining care elsewhere since for some of them that is precisely the reason why they do not use UHS. The importance-use data (Kennedy, Vierno, and Yeager, 1986) indicate that the user and non-user populations are similar in regard to exposure to gynecologic services elsewhere.

Education regarding the Women's Health Department is only the first step in encouraging women students to make proper use of the services available to them. There remain a number of other potential barriers to appropriate utilization including cost, embarrassment, perception of the quality of the services, and the capacity of the Department given its current staffing. For example, the current charge of $25 for some gynecological examinations, while still somewhat less than one might pay for a private physician, can be a considerable deterrent for a student who is (1) living on a minimal weekly allowance, and (2) reluctant to have her family know that she is visiting the Women's Health Department. We recommend that the fee structure for gynecological exams be reviewed to determine whether it is a barrier to care. There are a number of possible approaches to the economics of this problem. Our preferred solution is the institution of a health service fee for all students and the elimination of all fees for services considered to be an essential part of routine health maintenance behavior. An alternative that is focused more specifically on the Women's Health Department would be a decrease in the fee for a gynecological exam combined with an increase in the fee for a "no show."

### Continued Improvement of Services

As noted above, there have been demonstrable improvements in the quality of Women's Health Department services in recent years. Nevertheless, there is room for continued improvement in a number of areas.

Scheduling an appointment. It may be noted in Table 4 that two of the lowest ratings of performance are the items regarding "waiting period to see a physician" and "waiting period to schedule an appointment." We believe it is likely that the problem with the waiting period to schedule an appointment has to do with the staffing needs of the Women's Health Department. The Women's Health Department could currently support the addition of another clinician (McDermott 1987), and, if the educational efforts suggested above were to lead to increased utilization, UHS would have to consider further staffing increases. The dissatisfaction with the waiting period to see a physician may also have to do with the problem of "no shows" alluded to above. Because the percent "no shows" in the Women's Health Department is relatively high, appointment scheduling is handled on an "overbooking" model. Although this is a necessary approach to the efficient use of clinician time, it does sometimes lead to longer waiting periods than are desirable. The recommendation discussed above to increase the fee for "no shows" would help to solve this problem and could be implemented even if the fee for a gynecological exam were eliminated altogether. One would simply have no fee for a completed exam, and a moderate fee for a "no show."

Embarrassment. The fee structure recommendations presented above address part of the embarrassment problem by making it easier for students to make use of the Women's Health Department without their parents' knowledge. The two other areas in which this problem can be addressed are privacy concerns and clinician manner. The privacy issue is a long-standing one for Women's Health. For many years, women waiting for services in Women's Health have shared a hallway waiting area with students (mostly male) waiting to see the athletic team physicians. It may be noted that in 1987 waiting room privacy received the second lowest performance rating among the 23 areas covered in the survey, and nurse's interview room privacy was among the six lowest items (Table 4, p. 77). This is in spite of a minor change in the situation that allows some women patients to wait in a waiting room rather than in the hallway. A plan for physical changes in the department that was submitted in early 1986 (Zeiders, memo, 1986) included a private waiting area which was to be further developed as an educational area. Initial plans to implement those changes have been suspended pending the development of a comprehensive plan for the remodeling of the Ritenour Building; a report from an architectural consulting firm is in progress. We strongly recommend that the architectural consultant be charged to plan for a major increase in space for Women's Health to provide a private waiting area and office and examination rooms adequate to the increased staffing suggested above.

Clinician Issues. The recent increase of clinical positions in Women's Health has evidently contributed to a significant improvement of students' ratings of clinician sensitivity, manner, respect for patients, and so on. However, the data in Table 4 (p. 77) indicate that these clinician manner issues are still among the more problematic areas tapped by the use-performance survey. It is likely that continued improvement in this area can make a major contribution to the reduction of student concerns related to the embarrassment of utilizing Women's Health services, and to increased faith in the quality of services in the Department. We recommend that the interview process involved in refilling positions following turnover, and in the hiring of staff for new clinical positions, include a major focus on clinician manner. In the area of Women's Health it is particularly important that clinicians exhibit outstanding interpersonal as well as medical competence. We believe that it is also likely that the increased staffing that we have suggested above can itself contribute to improved performance indicators on clinician manner variables through its impact on clinician workload and time available per visit.

Another approach to clinician manner issues (as well as other issues) is the patient advocate model that is in place at a number of university health centers around the country. For example, the University of Rochester has a health educator/patient advocate position in its student health service. We recommend that OHPE be expanded through the addition of such a position, and that all materials and programs describing UHS emphasize the importance of student feedback to that office regarding the quality of services received throughout UHS.

Sexual Assault/Rape Services. The University Health Services, recognizing that they have an obligation to provide appropriate medical and psychological services to victims of sexual assault, have adopted the sexual assault/rape protocols of Centre Community Hospital and have assured the Commission for Women that during normal working hours assault victims will be treated promptly and sensitively. However, other information suggests that the policy is not entirely clear and that there is room for considerable improvement in the availability of medical services of the UHS for sexual assault victims. The adequacy of services and the sensitivity of clinicians have been problems, and the Study Group recommends that the Women's Health Advisory Committee (Recommendation R.2), in conjunction with the Center for Women Students' rape awareness/prevention specialist (Recommendation P.3), be charged to take a leadership role in working with the UHS in improving the services in this area as soon as possible. Responsibility for staff training and monitoring of University response to assault victims should reside with the rape awareness/prevention specialist.

Expansion of Services. The Study Group recommends the expansion of the current services offered in the Women's Health Department. These services focus solely on gynecological problems, thus creating the impression that the health of women is only related to a reproductive function. The expansion of services (and of personnel) to include other health concerns of women such as eating disorders would help to create a more truthful definition of women's health.

Women Athletes. The Study Group would like to re-emphasize its concern about the health services for women athletes (see Recommendation Q.6). We recommend that a review of the Athletic Medicine Program be conducted to determine whether (1) the quality of health services provided by the Athletic Medicine Department meets the needs of student athletes, Intercollegiate Athletics, and the University, (2) women athletes are encouraged to use the University Health Services (e.g., Women's Health), and (3) services are being provided in a way that treats women fairly, equitably, and sensitively, and insures the privacy and dignity of the patient. We also recommend that the review committee address the issue of continued reporting to Intercollegiate Athletics as opposed to University Health Services, and consider including athletic team physicians in the medical peer review procedure of the University Health Service.

Other locations. The discussion above has focused exclusively on the situation at University Park, the only location at which UHS supports a Women's Health Department. At other locations, the availability of University health services personnel and equipment varies tremendously. Some campuses have a full-time nurse, while others have a part-time nurse. Some campuses offer a full complement of services including counseling, employee health, health education programs, and so on; others provide only the basic treatment for on-campus health problems. Although a Campus Health Services Task Force in 1986 developed recommendations to strengthen the campus health services (Upcraft 1986), none of those recommendations refer specifically to women's health issues. We recommend that a Women's Health Advisory Committee (see below) be established and charged to take as one of its first tasks the assessment of women's health services at non-University Park locations.

Women's Health Advisory Group. The Study Group recommends the implementation of a 1985 Commission for Women recommendation (King 1985) that an advisory group on women's health concerns be established. Our recommendation is that the charge to this committee focus on women's health issues in general, including those issues that are not related to the particular focus of the Women's Health Department. Such an advisory group could easily be built around the current structure of the Pregnancy Task Force which includes the Director of OHPE and the Director of the Women's Health Department, among others. The addition of a member of the Commission for Women, a representative of the Commonwealth Educational System, and representatives of the nursing and health education departments would provide a structure that would easily accommodate the expansion of this committee's charge to a general concern with women's health issues, both general and gynecological. The committee charge should include the development of a plan for the routine collection of evaluative data on consumer satisfaction with care at all locations. Although data are currently available regarding the Women's Health Department at University Park, as are data pertaining to general health service issues at some other locations, the development of a set of routine data collection procedures to assess student needs and satisfaction at all locations would contribute to the ongoing adaptation of UHS to changes in the health orientations and needs of students, both male and female.

## Implementation Recommendations

Recommendation R.1: Strengthen the Women's Health Department and broaden its mission to include non-gynecological health problems of women.

a. Add at least one clinician to the Women's Health Department staff immediately. Current problems with waiting periods for appointments and with the quality of patient-clinician interaction may be mitigated to some extent by such an increase. Increased staffing would also offer the possibility of increased direct involvement of clinical staff in educational efforts in coordination with the Office of Health Promotion and Education. Of course, if the educational efforts suggested in Recommendation R.3 increase utilization, further increases in staffing would be necessary.

b. Include a major focus on clinician manner in the interview process involved in refilling positions following turnover, and in the hiring of staff for new clinical positions. In the area of Women's Health it is particularly important that clinicians exhibit outstanding interpersonal as well as medical competence.

c. Review the fee structure for gynecological examinations. There are a number of possible approaches to the economics of this problem. The preferred solution is the institution of a health service fee for all students and the elimination of all fees for services considered to be an essential part of routine health maintenance behavior. An alternative that is focused more specifically on the Women's Health Department would be a decrease in the fee for all gynecological examinations combined with an increase in the fee for a "no show."

d. Include a major increase in space for Women's Health in the development of plans for the remodeling of Ritenour. The increased space should provide a private waiting area, office, and examination rooms for the increased clinical staff suggested above.

Recommendation R.2: Appoint a Women's Health Advisory Committee charged to take on as one of its first tasks the assessment of women's health services at non-University Park locations. The committee charge should also include: assessing services for all University women; developing a plan for routine collection of evaluative data on consumer satisfaction with the care received at all locations; improving sexual assault/rape services; and ascertaining if the health needs of minority women and returning adult women are being met.

Recommendation R.3: Charge the Office of Health Promotion and Education to develop a coordinated media effort aimed at increasing the number of students who are familiar with the services available at the University Health Services Women's Health Department. Increase the staffing of that office as necessary. We strongly recommend additional clinical staffing for the Women's Health Department to allow increased involvement of the clinicians in educational programming developed in coordination with the Office of Health Promotion and Education (see Recommendation R.1a).

Recommendation R.4: Establish a patient advocate position, perhaps as a health educator/patient advocate in Office of Health Promotion and Education. Revise all materials and programs describing University Health Services to emphasize the importance of student feedback to the advocate regarding the quality of services received throughout University Health Services.

Recommendation R.5: Review the Athletic Medicine Program (See also Recommendation Q.11). The membership of the review team should include physicians and other health care providers from outside the program as well as coaches, administrators, and athletes. It should report to the senior vice-president for finance and operations and the medical director of the University Health Center. This review team should be charged with gathering information regarding the following issues and making recommendations as appropriate:

a. Determine whether the quality of health services provided by the Athletic Medicine Department meets the needs of student athletes, Intercollegiate Athletics, and the University. Determine whether women athletes are encouraged to use the health services of the University Health Service (e.g., Women's Health).

b. Determine whether services are being provided in a way that treats women fairly, equitably, and sensitively, and insures the privacy and dignity of patients.

c. Determine whether the Athletic Medicine Program should continue to report to Intercollegiate Athletics. Consider including athletic physicians in the medical peer review team procedure of the University Health Service.

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# Appendix A

## Summary of Studies at
## the University of Massachusetts at Amherst,
## the Pennsylvania State University,
## Rutgers University, and Yale University

There are four university surveys relevant to this recommendation set: (1) University of Massachusetts at Amherst; (2) Yale University; (3) The Pennsylvania State University; and (4) Rutgers University. All of these were completed within the past three years; all present sampling deficiencies occasioned by the difficulties of surveying a hidden minority. The Rutgers study is, in some ways, a special case: although it appears to be the most relevant to the issue of discrimination against lesbians, the published data do not always lend themselves to direct comparisons with the results of the other university surveys.

The University of Massachusetts at Amherst. The survey was conducted by Human Relations Planner and Advocate Felice Yeskell. The survey was distributed in two forms: (1) as a 10-page questionnaire distributed at various campus events and agencies; and (2) as a one-page advertisement placed in the Collegian. Heterosexual respondents were not included in the analysis. (Companion surveys conducted at the same time investigated attitudes toward and perceptions of the environment for sexual minorities on campus.) The survey report is based on an analysis of 174 surveys completed by lesbian, gay, and bisexual respondents. Just over 50 percent of the respondents were female, but responses to questions are not reported by gender.

Yale University. This study was conducted in 1985-86 by Dr. Gregory M. Herek of the Department of Psychology; it provided the model for the studies done at Penn State and at Rutgers. Rather than using random sampling techniques, the Yale researchers distributed questionnaires through gay and lesbian networks. The total sample of 166 includes 124 lesbian/gay, 25 bisexual-lesbian or gay, and 17 bisexual-heterosexual.

The Pennsylvania State University. This study was conducted in 1986 by Dr. Anthony D'Augelli of the Department of Individual and Family Studies of the College of Human Development, with the co-sponsorship of Gay Student Services of Penn State, Associated Student Services, and the Department of Individual and Family Studies. The data were gathered by leaders of the Lesbian and Gay Students Alliance of Penn State, who located respondents at lectures, films, social events, and organizational meetings. The questionnaire used was a slightly modified version of the Yale instrument. The Penn State sample of 132 included 92 lesbian/gay, 16 heterosexual, 19 bisexual-predominantly lesbian or gay, and 5 bisexual-predominantly heterosexual.

Rutgers University. This study was directed by sociologist Dr. Susan Cavin, a member of the Women's Studies Department. The research, which utilized the methodologies developed at UMass-Amherst and at Yale, was conducted by members of her class in Homosexuality and Society. The surveys were distributed to the Rutgers University Lesbian/Gay Alliance office, meetings and dances, dining halls and campus events where homosexual students were likely to gather, gay and lesbian networks, a gay bar popular with Rutgers students, and a "gay" residential district. The total data set of 213 completed questionnaires (130 from females, 83 from males) included 69 heterosexuals, 95 gay/lesbian, 29 bisexual--primarily gay/lesbian, 11 bisexual--primarily heterosexual, and 6 as simply bisexual.

# Appendix B

## Women's Varsity Sports Records

PennState
INTERCOLLEGIATE ATHLETICS

October 1986

## History of Penn State Women's Sports
Prepared by Mary Jo Haverbeck

| | |
|---|---|
| 1st year | 1964-65 |
| 2nd year | 1965-66 |
| 3rd year | 1966-67 |
| 4th year | 1967-68 |
| 5th year | 1968-69 |
| 6th year | 1969-70 |
| 7th year | 1970-71 |
| 8th year | 1971-72 |
| 9th year | 1972-73 |
| 10th year | 1973-74 |
| 11th year | 1974-75 |
| 12th year | 1975-76 |
| 13th year | 1976-77 |
| 14th year | 1977-78 |
| 15th year | 1978-79 |
| 16th year | 1979-80 |
| 17th year | 1980-81 |
| 18th year | 1981-82 |
| 19th year | 1982-83 |
| 20th year | 1983-84 |
| 21st year | 1984-85 |
| 22nd year | 1985-86 |
| 23rd year | 1986-87 |

## Lady Lion National Championship Teams (11)

| | |
|---|---|
| 1978 | gymnastics AIAW |
| | lacrosse USWLA |
| 1979 | bowling |
| | lacrosse AIAW |
| 1980 | fencing AIAW |
| | field hockey AIAW |
| | gymnastics AIAW |
| | lacrosse USWLA |
| 1981 | fencing AIAW |
| | field hockey AIAW |
| 1983 | fencing NCAA |

## National Champions - Individual (19)

| | |
|---|---|
| 1970 | Kathy Marra - all events, bowling |
| 1973 | Pat McClellan - singles, bowling |
| 1974 | Karen Schuckman - all-around, gymnastics |
| 1975 | Karen Schuckman - floor exercise and vaulting, gymnastics |
| 1977 | Ann Carr - all-around, gymnastics |
| | Kathy Mills, cross country |
| 1978 | Ann Carr - all-around, unevens, balance beam and floor |

SPORTS INFORMATION
THE PENNSYLVANIA STATE UNIVERSITY
234 RECREATION BUILDING
UNIVERSITY PARK, PA 16802
TEL 814 865-1757

exercise, gymnastics
Kathy Mills, 3000 and 5000 meters, outdoor track
1979 Marcy Levine - floor exercise, gymnastics
Val Bright - singles, bowling
1981 Heidi Anderson - floor exercise, gymnastics
Michelle Citro - all-events, bowling
1983 Jana Angelakis - fencing
1986 Pam Loree - vaulting, gymnastics

**Olympians (8)**
1976 Sue Rojcewicz - basketball (silver medal)
1980 Jana Angelakis, fencing
Charlene Morett, field hockey
Chris Larson-Mason, field hockey
1984 Jana Angelakis, fencing
Charlene Morett, field hockey (bronze medal)
Chris Larson-Mason, field hockey (bronze medal)
Brenda Stauffer, field hockey (bronze medal)

**Other Women Athletes Who Have Competed For United States Teams In International Competition**
Barb Doran, field hockey and lacrosse
Chris Larson, field hockey
Charlene Morett, field hockey
Brenda Stauffer, field hockey
Jeannie Fissinger, field hockey
Lynn Thompson, lacrosse
Candy Finn, lacrosse
Betsy Williams, lacrosse
Sharon Duffey, lacrosse
Linda Waltz, lacrosse
Barb Jordan, lacrosse
Jane Koffenberger, lacrosse
Kathy Mills, cross country
Ellen Crandall, volleyball
Lori Barberich, volleyball
Jana Angelakis, fencing
Suzie McConnell, basketball
Kahadeejah Herbert, basketball

**Broderick Sports Awards (8)**
Candy Finn, lacrosse 1981
Candy Finn, lacrosse 1982
Candy Finn, field hockey 1981
Jeannie Fissinger, field hockey 1980
Ann Carr, gymnastics 1977
Ann Carr, gymnastics 1978
Kathy Mills, cross country 1977
Kathy Mills, track 1978

**Year-By-Year Records of Penn State's Women's Teams**

BASKETBALL

| | |
|---|---|
| 1965 | 4-1 |
| 1966 | 3-2 |
| 1967 | 2-3 |
| 1968 | 4-2 |
| 1969 | 3-3 |
| 1970 | 5-1 |
| 1971 | 6-2 |

| | | |
|---|---|---|
| 1972 | 4-3 | |
| 1973 | 3-5 | |
| 1974 | 5-3 | |
| 1975 | 7-7 | |
| 1976 | 10-10 | |
| 1977 | 13-8 | |
| 1978 | 21-5 | |
| 1979 | 21-8 | |
| 1980 | 20-14 | |
| 1981 | 19-9 | |
| 1982 | 24-6 | NCAA round of 16 |
| 1983 | 26-7 | NCAA quarterfinals |
| 1984 | 19-12 | NCAA first round |
| 1985 | 28-5 | NCAA round of 16 |
| 1986 | 24-8 | NCAA round of 16 |

271-124

BOWLING

| | | |
|---|---|---|
| 1968 | 6-2 | |
| 1969 | 6-1 | |
| 1970 | 5-1 | |
| 1971 | 6-0 | |
| 1972 | 5-1 | |
| 1973 | 7-0 | |
| 1974 | 6-0 | |
| 1975 | 8-0 | National Tournament - 3rd place |
| 1976 | 5-1 | |
| 1977 | 6-2 | |
| 1978 | 12-2 | |
| 1979 | 9-1 | National Tournament - 1st place |
| 1980 | 8-0 | National Tournament - 3rd place |
| 1981 | 13-0 | National Tournament - 2nd place |

102-11

CROSS COUNTRY

| | |
|---|---|
| 1975 | AIAW - 2nd place |
| 1976 | AIAW - 5th place |
| 1977 | AIAW - 2nd place |
| 1978 | AIAW - 3rd place |
| 1979 | AIAW - 3rd place |
| 1980 | AIAW - 4th place |
| 1981 | NCAA - 10th place |
| 1982 | NCAA - 6th place |
| 1983 | NCAA - 12th place |
| 1984 | NCAA - 14th place |
| 1985 | NCAA - 10th place |

FENCING

| | | |
|---|---|---|
| 1965 | 2-0 | |
| 1966 | 3-1 | |
| 1967 | 2-3 | |
| 1968 | 4-1 | |
| 1969 | 6-3 | |
| 1970 | 9-2 | National Intercollegiate Tournament - 8th place |
| 1971 | 16-2 | National Intercollegiate Tournament - 4th place |

| | | |
|---|---|---|
| 1972 | 12-1 | National Intercollegiate Tournament - 5th place |
| 1973 | 10-6 | National Intercollegiate Tournament - 8th place |
| 1974 | 14-2 | National Intercollegiate Tournament - 8th place |
| 1975 | 18-2 | National Intercollegiate Tournament - 4th place |
| 1976 | 16-2 | National Intercollegiate Tournament - 7th place |
| 1977 | 15-2-0 | National Intercollegiate Tournament - 3rd place |
| 1978 | 16-0-1 | National Intercollegiate Tournament - 3rd place |
| 1979 | 18-2-0 | National Intercollegiate Tournament - 2nd place |
| 1980 | 16-1-0 | AIAW - 1st place |
| 1981 | 28-0 | AIAW - 1st place |
| 1982 | 18-2-0 | AIAW - 3rd place |
| 1983 | 20-0 | NCAA - 1st place |
| 1984 | 14-3 | NCAA - 2nd place |
| 1985 | 11-2 | NCAA - 5th place |
| 1986 | 10-4 | NCAA - 10th place |

278-41-1

## FIELD HOCKEY

| | | |
|---|---|---|
| 1964 | 4-0-0 | |
| 1965 | 1-3-1 | |
| 1966 | 1-2-1 | |
| 1967 | 3-2-0 | |
| 1968 | 2-2-1 | |
| 1969 | 3-3-0 | |
| 1970 | 1-5-1 | |
| 1971 | 5-3-0 | |
| 1972 | 4-3-1 | |
| 1973 | 3-2-3 | |
| 1974 | 5-2-2 | |
| 1975 | 6-4-2 | |
| 1976 | 9-3-2 | |
| 1977 | 8-8-0 | |
| 1978 | 13-1-3 | |
| 1979 | 18-3-0 | AIAW - 2nd place |
| 1980 | 22-0-2 | AIAW - 1st place |
| 1981 | 19-2-1 | AIAA - 1st place |
| 1982 | 14-6-0 | NCAA - 4th place |
| 1983 | 14-3-5 | NCAA quarterfinals |
| 1984 | 14-8-1 | NCAA - Final 12 |
| 1985 | 16-4-1 | NCAA - Final 12 |

185-69-27

## GOLF

| | | |
|---|---|---|
| 1965 | no results | |
| 1966 | 3-0-1 | |
| 1967 | 2-1-1 | |
| 1968 | 1-1-0 | |
| 1969 | 4-1-1 | |
| 1970 | 2-1-0 | |
| 1971 | 5-0-0 | DGWS - 9th place |
| 1972 | 6-0-0 | |
| 1973 | 6-1-0 | |
| 1974 | 8-2-0 | AIAW |
| 1975 | 4-0-0 | |

| | | |
|---|---|---|
| 1976 | all tourneys | AIAW |
| 1977 | all tourneys | |
| 1978 | all tourneys | AIAW |
| 1979 | all tourneys | AIAW - 28th place |
| 1980 | all tourneys | |

| | | |
|---|---|---|
| 1981 | all tourneys | |
| 1982 | all tourneys | AIAW - 22nd place |
| 1983 | all tourneys | |
| 1984 | all tourneys | |
| 1985 | all tourneys | NCAA - 18th place |
| 1986 | all tourneys | |

41-7-3

GYMNASTICS

| | | |
|---|---|---|
| 1965 | no wins or losses recorded | |
| 1966 | 4-3-0 | |
| 1967 | 6-2-1 | |
| 1968 | 4-2-0 | |
| 1969 | 2-7-0 | |
| 1970 | 6-6-0 | |
| 1971 | 5-7-0 | |
| 1972 | 9-4-0 | |
| 1973 | 6-7-0 | |
| 1974 | 8-4-0 | |
| 1975 | 8-4-0 | AIAW - 5th place |
| 1976 | 8-1-0 | AIAW - 5th place |
| 1977 | 8-1-0 | AIAW - 3rd place |
| 1978 | 7-1-0 | AIAW - 1st place |
| 1979 | 17-0-0 | AIAW - 2nd place |
| 1980 | 12-2-0 | AIAW - 1st place |
| 1981 | 16-0-0 | AIAW - 4th place |
| 1982 | 17-3-0 | NCAA - 3rd place |
| 1983 | 11-8-1 | |
| 1984 | 14-10-0 | NCAA - 7th place |
| 1985 | 13-6-0 | NCAA - 9th place |
| 1986 | 15-8-0 | NCAA - 6th place |

196-86-2

INDOOR TRACK

| | |
|---|---|
| 1976 | did not attend |
| 1977 | did not attend |
| 1978 | AAU Nationals |
| 1979 | AAU Nationals |
| 1980 | AIAW - 15th place |
| 1981 | AIAW - 11th place (tie) |
| 1982 | AIAW - 17th place |
| 1983 | NCAA - 23rd place (tie) |
| 1984 | NCAA - 16th place |
| 1985 | NCAA - 25th place (tie) |
| 1986 | NCAA - did not place |

## LACROSSE

| | | |
|---|---|---|
| 1965 | 2-1-0 | |
| 1966 | 0-1-0 | |
| 1967 | 0-3-1 | |
| 1968 | 5-1-0 | |
| 1969 | 1-5-0 | |
| 1970 | 2-4-0 | |
| 1971 | 1-5-0 | |
| 1972 | 3-4-1 | |
| 1973 | 3-5-0 | |
| 1974 | 7-1-0 | |
| 1975 | 8-2-0 | |
| 1976 | 8-1-0 | |
| 1977 | 9-1-0 | |
| 1978 | 11-0-1 | USWLA - 1st place |
| 1979 | 13-0-0 | USWLA - 1st place |
| 1980 | 11-1-2 | USWLA - 1st place |
| 1981 | 13-2-0 | AIAW - 5th place |
| 1982 | 14-3-0 | AIAW - 3rd place |
| 1983 | 14-2-0 | NCAA - 3rd place |
| 1984 | 12-2-0 | NCAA quarterfinals |
| 1985 | 14-4-0 | NCAA semifinals |
| 1986 | 16-2-0 | NCAA - 2nd place |

167-46-5

## OUTDOOR TRACK

| | |
|---|---|
| 1975 | did not attend |
| 1976 | AIAW - 10th place |
| 1977 | AIAW - 31st place |
| 1978 | AIAW - 6th place |
| 1979 | AIAW - did not place |
| 1980 | AIAW - 24th place |
| 1981 | AIAW - 11th place (tie) |
| 1982 | NCAA - 10th place (tie) |
| 1983 | NCAA - 23rd place |
| 1984 | NCAA - 20th place (tie) |
| 1985 | NCAA - did not place |
| 1986 | NCAA - did not place |

## RIFLERY

| | |
|---|---|
| 1965 | 1-0 |
| 1966 | 5-0 |
| 1967 | 2-1 |
| 1968 | 7-0 |
| 1969 | 8-0 |
| 1970 | 9-0 |
| 1971 | 6-0 |
| 1972 | 6-0 |
| 1973 | 4-1 |
| 1974 | 8-0 |
| 1975 | 3-5 |
| 1976 | 1-6 |
| 1977 | 4-5 |
| 1978 | 7-5 |

| | | |
|---|---|---|
| 1979 | 6-5 | |
| 1980 | 2-6 | NCAA - 16th place |
| 1981 | 2-4 | |

81-38

SOFTBALL

| | | |
|---|---|---|
| 1965 | 2-2 | |
| 1966 | 2-1 | |
| 1967 | 0-1-1 | |
| 1968 | 0-2 | |
| 1969 | 3-3 | |
| 1970 | 3-3 | |
| 1971 | 1-4 | |
| 1972 | 2-6 | |
| 1973 | 2-4 | |
| 1974 | 9-1 | |
| 1975 | 8-6 | |
| 1976 | 4-8 | |
| 1977 | 4-9 | |
| 1978 | 14-6 | |
| 1979 | 13-7 | |
| 1980 | 17-8 | |
| 1981 | 17-11 | |
| 1982 | 17-7 | |
| 1983 | 25-13 | NCAA first round |
| 1984 | 17-11 | |
| 1985 | 34-16 | NCAA first round |
| 1986 | 21-26 | |

215-155-1

SWIMMING

| | | |
|---|---|---|
| 1970 | 7-5 | |
| 1971 | 8-1 | |
| 1972 | 6-3 | |
| 1973 | 8-2 | AIAW - 26th place |
| 1974 | 9-1 | AIAW - 18th place |
| 1975 | 8-3 | AIAW - 20th place |
| 1976 | 12-1 | AIAW - 24th place |
| 1977 | 10-1 | AIAW - did not place |
| 1978 | 7-3 | AIAW - 34th place |
| 1979 | 9-1 | AIAW - 38th place (tie) |
| 1980 | 7-1 | AIAW - 34th place (tie) |
| 1981 | 7-4 | AIAW - 34th place |
| 1982 | 7-4 | AIAW - 26th place |
| 1983 | 9-2 | NCAA - 27th place |
| 1984 | 9-2 | NCAA - 20th place |
| 1985 | 9-3 | NCAA - 24th place (tie) |
| 1986 | 10-2 | NCAA - 42nd place (tie) |

142-39

TENNIS

| | |
|---|---|
| 1965 | 2-2 |
| 1966 | 4-0 |
| 1967 | 3-1 |

| | | |
|---|---|---|
| 1968 | 4-2 | |
| 1969 | 4-2 | |
| 1970 | 5-0 | |
| 1971 | 6-2 | |
| 1972 | 7-1 | |
| 1973 | 4-2 | |
| 1974 | 5-3 | |
| 1975 | 3-3 | |
| 1976 | 5-3 | |
| 1977 | 9-3 | fall 5-0, spring 4-3 |
| 1978 | 8-6 | fall 3-2, spring 5-4 |
| 1979 | 13-4 | fall 4-0, spring 9-4 |
| 1980 | 16-6 | fall 6-0, spring 10-6 |
| 1981 | 12-5 | fall 6-3, spring 6-2 |
| 1982 | 4-11 | fall 2-7, spring 2-4 |
| 1983 | 12-5 | fall 4-3, spring 8-2 |
| 1984 | 8-8 | fall 1-4, spring 7-4 |
| 1985 | 10-6 | fall 5-2, spring 5-4 |

VOLLEYBALL

| | | |
|---|---|---|
| 1976 | 6-11-3 | |
| 1977 | 25-18-0 | |
| 1978 | 10-14-1 | |
| 1979 | 32-9-0 | |
| 1980 | 34-11-0 | AIAW Championship |
| 1981 | 44-5-0 | NCAA - Mideast Regional |
| 1982 | 26-15-0 | NCAA 1st round |
| 1983 | 36-10-0 | NCAA - Mideast Regional |
| 1984 | 30-6-0 | NCAA - Mideast Regional |
| 1985 | 31-5-0 | NCAA 1st round |

274-104-4

Penn State Women's Sports - Origin By Year

1964 - Field Hockey
1965 - Basketball, Fencing, Golf, Gymnastics, Lacrosse, Riflery, Softball, Tennis
1968 - Bowling
1970 - Swimming and Diving
1975 - Track and Cross Country
**Riflery became coed
1976 - Volleyball

Random National Survey - History of Women's Sports

| School | Year Women's Varsity Program Began | Number of Women's Sports sponsored in 1983-84 |
|---|---|---|
| Alabama | 1974 | 7 |
| Iowa | 1974 | 10 |
| Kentucky | 1974 | 8 (plus coed riflery) |
| Notre Dame | *1974 | 5 |
| Ohio State | 1965 | 13 |
| Penn State | 1964 | 13 |
| Pittsburgh | 1974 | 7 |

| | | |
|---|---|---|
| Temple | **1920's | 13 |
| Tennessee | 1976 | 5 (started with seven, dropped gymnastics and field hockey) |
| Texas | 1974 | 8 (counting indoor and outdoor track as separate sports) |
| USC | 1974 | 8 |

*Women first admitted in 1972. First year varsity sports offered to women, only sport was fencing.

**Temple Sports Information not sure of exact year the women's program started.